

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter covers the review of related literature, error analysis, the Definition of error, Classification of Error, The Types of Error, and Definition of Reported speech.

#### A. Related Study

Nazrizal, "*An Analysis on Students' Difficulties in Learning Reported Speech of Question Sentence at the First Year Students of MA Pembangunan UIN Jakarta*". The data result showed that the difficulty in the change of tenses has the highest percentage of error. It was about 60.66 % errors made by students. It means the rate of the students' mastery in this subject is still low enough especially in grammatical changes therefore it is collocated the change of tenses in the first while the change of pronouns is in the second rank.<sup>1</sup>

Asa Nordqvist, *The Use of Direct and Indirect Speech By 1 ½ To 4-Years Old*, The results showed that the first forms of direct speech in the longitudinal case studies appear around 2;2 years and indirect speech around 3;0. In addition, it was found that three-year-olds adapted their use of the forms to what type of activity is engaged in, but that they managed less well than the four-year-olds in assessing shared knowledge with the interlocutor and in conveying shifts of

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<sup>1</sup>Nazrizal, "*An Analysis on Students' Difficulties in Learning Reported Speech of Question Sentence at the First Year Students of MA Pembangunan UIN Jakarta*". 2011. P.83. In <http://file:///E:/an-analysis-on-students-difficulties-in-learning-reported-speech-of-question-sentence-at-the-first-year-students-of-sma.html>, On line on September 07 2014

perspective.<sup>2</sup>

From the previous studies above, there are some significant differences between previous studies. First, they are used Question Sentence . The second, they are used of Direct and Indirect Speech By 1 ½ To 4-Years Old It had different population and sample of the study. In this study, it had population and sample was the students' eighth grade students of MTs Hidayatul Insan. The problem in using reported speech made by the eighth grade students of MTs Hidayatul Insan Palangka Raya. Moreover, in this case the writer used simple present tense, simple past tense, and simple future tense.

## **B. Error Analysis**

Errors in learning foreign language are something unavoidable. These are caused by the teaching language and errors cannot be separated each other. Nevertheless, the efforts to minimize the errors made must be carried out in order to achieve a perfect goal. Made by the students are something important to be known and to be learnt. Because by knowing errors made by the students, it will be easier to determine the students' difficulties in learning English. And the analysis of the students' error will give valuable information toward the English teaching process. Also the teacher will know more about the students' weaknesses in mastering the target language rules. The error made by the

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<sup>2</sup>Asa Nordqvist , *The Use of Direct and Indirect Speech By 1 ½ To 4-Years Old*, Göteborg University Psychology of Language and Communication 2001, Vol. 5. No. 1. In [http://file:///E:/The\\_use\\_of\\_direct\\_and\\_indirect\\_speech\\_by\\_1\\_1\\_2-to\\_4-year-olds.htm](http://file:///E:/The_use_of_direct_and_indirect_speech_by_1_1_2-to_4-year-olds.htm), On line on September 07 2014

students can be analyzed by using error analysis. Error analysis itself is an activity to reveal errors found in writing and speaking. Richards state that error analysis is the study of errors made by the second and foreign language learners, it is supported by Brown that error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learner.<sup>3</sup>

### C. Definition of Error

There are some definitions of errors given by linguistics. Tarigan and Tarigan state that:

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.<sup>4</sup> Schuman and Stenson stated that errors are due to the rule deviance of target language in language learning.<sup>5</sup>

Based on the definition above, the writer concludes that errors are the deviations which occur in language learning because the learners make deviation rules of target language. The deviations are in speech and writing.

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<sup>3</sup>Sunardi Hasym, *Error Analysis in the Teaching of English*. In <http://puslit.petra.ac.id/journals/letters>. On line on January 10 2013

<sup>4</sup>Dulay and Burt, *Language Two*, New York: Oxford University Press, 1982.p. 138

<sup>5</sup>John H. Schuman and Nancy Stenson, *New frontiers in second language learning*, Newbury: Newbury House publisher, 1974, p. 2

#### D. Classification of Error

In relation to the classification of error, Corder in Dulay classifies error in two terms. They are mistake and error. Mistake refers to performance and error refers to systematic competence inadequacies. The error of performance will characteristically be unsystematic and error competence systematic.<sup>6</sup>

Generally, mistake is caused by the students' weaknesses in remembering linguistic system of language being learnt. It usually can be corrected by themselves if they are more aware of the target language system. In the table, we can see the differences between error and mistake.

#### E. The Types of Error

The types of error in this study were based on surface strategy taxonomy, Dulai and Burt states that there are some common types of errors are: omission, addition, double marking, regularization, simple addition ,misformation, and misordering.<sup>7</sup>

The types above are explained as follows:

##### 1. Omission

Omission errors are characterized by the absence of an item that must be appearing in a well-formed. Although any morpheme or a word in a sentence is a potential candidate for omission for example: *My mother seldom angry with me* , some types of morphemes are omitted more than others. It should

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<sup>6</sup>*ibid.*, p. 139

<sup>7</sup>Dulay and Burt, *language two*, p. 137

be: *My mother is seldom angry with me*. The sentence "In ever said", it should be "I am never sad".

## 2. Addition

Addition errors are opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors have been observed in the speech of both L1 and L2 learners: double marking, regularization, and simple addition.

### a. Double Marking

Two items rather than one marked for the same feature. Example: *he is often drinks tea*, it should be *he often drinks tea*. *They always often go to beach*, it should be, *They always go to beach*.

### b. Regularization

A rule typically applies to a class of nouns. In most language, however, some members of a class are exceptions to the rule. For example, eat does not become eaten, but ate; the noun sheep is also sheep in the plural not sheeps. Example: adverb of frequency in simple present tense: *I always see mouses* in the kitchen. It should be: *I always see mice in the kitchen*

### c. Simple addition

Simple addition errors are the "grab bag" subcategory of addition. If an addition error is not a double marking or regularization, it is called a

simple addition. For example: *he often sings a song when I comes*, it should be *he often sings a song when I come*.

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Three types of misformations have been frequently reported in the literature: 1) regularization; 2) archi-forms; and 3) alternating forms.

#### a. Regularization errors

Regularization errors that face under the misformation category are those in which a regular marker is used in place of an irregular one, as in *ruined for run* or *gooses for geese*. For example: *he usually stands around my gooses*. It should be: *he usually stands around my geese*.

#### b. Archi-form

The selection of one number of the class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. The form selected by the learners is called an archi-form. Learner selects one member of the class of personal pronouns to function for several other in the class. Example, *My mother seldom gives I money*, it should be, *My mother seldom gives me money*.

#### c. Alternating forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various

member of a class with each other. Thus we see from demonstratives: those dog/this cats. Example, *Andi never looks those dog*, it should be, *Andi never looks this dog*.

#### d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: *Diana to goes shop often*, it should be, *Diana often goes to shop*, and *Sherly everyday learns English*, it should be, *Sherly learns English every day*.

### F. Sources and Causes of Errors

Brown H Douglas states that there are two sources of errors. They are interlingual transfer and intralingual transfer. Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language ( $L_1$ ). Intralingual transfer is a major factor in  $L_2$ . Intralingual transfer reflects the general character of rule learning. There are three categories of intralingual errors as follow:

#### 1. Overregeneralization

This category is caused by the learners use the previously available strategies in new situation, so they create a deviant structure on the basis of their experiences of other structure in the target language.

## **2. Incomplete Application Rules**

Incomplete application of rules involves a failure to fully develop a structure. The learners of target language English have been observed to use declarative word order in question.

## **3. Failure to learner conditions under which rule apply.**

Errors in this category are caused by failure in observing the restriction of existing structure. It involves the application of rules to contexts where they do not apply.

## **4. Illustrate the learner attempting to build up hypotheses about the (target) language or false concept of hypothesized.**

False concept of hypothesized arise when the learner does not fully comprehend a distinction in the target language.

## **G. 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.<sup>8</sup>

### **1. Changing of tenses**

Changing or the using of tense always tense main verb changes when using the past tense. Conversely, if you're still using the verb form present there is no change.<sup>9</sup>

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<sup>8</sup>Betty Schramper, *Understanding and Using English Grammar*, United States of America Prentice Hall Degents, 1989, p. 275

<sup>9</sup>Muntaha and Alimin, *Mastering English Grammar*, Ujung Pangkah: Palanta, 2009, p. 350

Direct speech	Indirect speech
Simple present tense She said, "I watch TV every day."	Simple past tense She said (that) she watched TV every day
Simple present continuous She said, "I am watching TV."	Past continuous tense She said she was watching TV
Simple present perfect tense She said, "I have watched TV."	Past perfect tense She said she had watched TV
Simple present perfect continuous tense She said, "I have been watching TV."	Past perfect continuous tense She said she had been watching TV
Simple past tense She said, "I watched TV."	Past perfect She said she had watched TV
Past continuous tense She said, "I was watching TV."	Past perfect continuous tense She said she had been watching TV
Past perfect tense She said, "I had watched TV."	Past perfect tense She said she had watched TV
Past perfect continuous tense She said, "I had been watching	Past perfect continuous tense She said she had been watching

TV.”	TV
Simple future She said, “I will watch TV.”	Past future She said she would watch TV
Future continuous tense She said, “I will be watching TV.”	Past future continuous tense She said she would be watching TV
Future perfect She said, “I will have watched TV.”	Past future perfect She said she would have watched TV
Future perfect continuous She said, “I will have been watching TV.”	Past future perfect continuous She said she would not have been watching TV
Past future She said, “I would watch TV.”	Past future perfect She said she would have watched TV
Past future continuous She said, “I would be watching TV”	Past future perfect continuous She said she would not have been watching TV
Past future perfect She said, “I would have watched TV”	Past future perfect She said she would have watched TV

Past future perfect continuous She said, “I would have been watching TV”	Past future perfect continuous She said she would have been watching TV
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## 2. Changing of modal

In addition to changes tense in indirect speech, modal is also changing. Here is a list of changes in Modal:<sup>10</sup>

Direct speech	Indirect speech
Can She said, “I can watch TV.”	Could She said she could watch TV
Must She said, “I must watch TV.”	Had to She said she had to watch TV
Has / Have to She said, “I have to watch TV.”	Had to She said she had to watch TV
May She said, “I may watch TV.”	Might She said she might watch TV
Will She said, “I will watch TV.”	Would She said she would watch TV
Shall She said, “I shall watch TV.”	Should

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<sup>10</sup>*Ibid.*, p. 351

	She said she should watch TV
(am, is, are) going to She said, "I am going to watch TV."	(was, were) going to She said she was going to watch TV

### 3. Changing of Adverb

Adverb also experienced similar changes in indirect speech form sentences. The following is a list of changes:<sup>11</sup>

Direct Speech	Indirect Speech
This	That
These	Those
Here	There
Ago	Before
Now	Then
Last night	The previous night / the night before
Next week	The following night / the next night
So	Thus

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<sup>11</sup>*Ibid.*, p. 352

Tomorrow	The next day / the following day
Yesterday	The previous day / the day before
Today	That day

#### 4. kinds of Reported Speech.<sup>12</sup>

##### a. Indirect speech in Statement sentence

Statement sentence in Indirect Speech In the sentences using conjunctions always statement "that" after main clause in indirect speech.

Pattern:

<p>Direct speech : S + Verb + O, "S + Verb + O + Adverb.</p> <p>Indirect Speech : S + Verb + O + That + S + Verb + O + Adverb</p>
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Example:

1) Direct Speech : She says to her, "I miss you."

Indirect Speech: She says to her that she misses her.

2) Direct Speech : "She missed me", he said

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<sup>12</sup>*Ibid.*, p. 353

Indirect Speech : He said that she had missed him.

b. Indirect speech in Yes / No Question

Indirect speech in Yes/ No Question In the words Yes/No question on indirect sentences have the same pattern with the statement sentence. However, only the conjunction is different. "IF / Whether 'is used as a connector.

Pattern:

Direct speech : S + Verb + O, "Auxiliary + S + Verb + O  
+ Adverb."

Indirect Speech : S + Verb + O + *If / Whether* + S + Verb +  
O + Adverb

Example:

1) Direct Speech : She asked, "Are you okay?"

Indirect Speech : She asked if I was okay.

2) Direct Speech : She asks me, "Is she beautiful?"

Indirect Speech : She asks me if she is beautiful.

c. Indirect speech in Question Words

Indirect speech in Question Words has the same pattern with a Yes/No question but the use of connector "IF /Whether 'is replaced by question words themselves.

Pattern:

Direct speech	:	S + Verb + “Question Words + Auxiliary
		+ S + Verb + O + Adverb?”
Indirect Speech	:	S + Verb + O + Question Words + S + Auxiliary + Verb + O + Adverb

Example:

1) Direct Speech : She asks me, “Where are you going now?”

Indirect Speech : She asks me where you are going then.

2) Direct Speech : She asks him, “Where is your mother?”

Indirect Speech : She asks him where his mother is.

d. Indirect speech in Command and Prohibition

In command and request in indirect speech using conjunctive "TO" in indirect speech command sentence when the sentence be both verbal and nominal sentences. In addition to using the "TO" Another conjunctive use is "NOT TO" in indirect speech when the form sentences bans both verbal and nominal sentences. In the command and the request was no change tenses.

Pattern:

a) Direct speech : S + Verb + O, “Verb 1 + O +  
adverb.”

Indirect Speech : S + Verb + O + TO/NOT TO +  
Verb 1 + adverb

b) Direct speech : S + Verb 1 + “be adjective + S +  
adverb.”

Indirect Speech : S + Verb + O + TO / NOT TO +  
Verb 1 + adverb

Example:

1) Direct Speech : He told me, “Don’t go away from  
me.”

Indirect Speech : He told me not to go away from  
him.

2) Direct Speech : She told him, “Be a good student at  
school”

Indirect Speech : She told him to be a good student at  
school.

e. Indirect speech in Conditional sentence

Conditional sentence in indirect speech can also be used, but changes tenses only refer to changes or capital. The formula changes type in a conditional sentence based on the rule of Indirect Speech.

Pattern:

Direct Speech	Indirect Speech
Conditional sentence Type I If + Simple Present Tense, Future Tense	Conditional sentence Type II If + simple Past, future past tense
Conditional sentence Type II If + simple Past, future past tense	Conditional sentence Type III If + Past Perfect, future past perfect
Conditional sentence Type III If + Past Perfect, future past perfect	Conditional sentence Type III If + Past Perfect, future past perfect

Example:

1) Direct Speech : He said, "I will fly if I have wings"

Indirect Speech : He said that he would fly if he had wings.

2) Direct Speech : He said, "If I had enough money, I  
Would go to united states of  
America."

Indirect Speech : He said that if I had had enough  
money, he would have gone to  
United States of America.

3) Direct Speech : You said, " If he had had much  
money, he would have bought a  
new car."

Indirect Speech : You said that if he had had much  
money, he would have bought a  
new car.

f. Indirect speech in Exclamation

1. Exclamation beginning with: what.....or how.....can be  
reported by exclaim / say that. Example:

Direct speech : He said, "What a dreadful idea!"

Indirect speech : He exclaimed that it was a dreadful  
idea.

2. Other types of exclamation such as good / marvelous /  
splendid / oh / ugh can be reported. Example:

Direct speech : "Good!" He exclaimed

Indirect speech : He gave an exclamation of pleasure

### 3. Special Exclamation

Example:

Direct speech : He said, "thank you"

Indirect speech : He thanked me.

### 4. Yes and No are expressed in indirect speech by subject + appropriate auxiliary verb. Example:

Direct speech : He said, "Can you go swimming?"  
and I said "No."

Indirect speech : He asked me if I could go swimming  
and I said "No".

### g. Indirect speech in Mixed type

Reported in mixed type may consist of:

Statement + Question, question + command, command + statement

Example:

Direct speech : "I don't know the way, and you?" he asked

Indirect speech : He said that he didn't know the way and asked her if she did/if she knew it.