

CHAPTER I INTRODUCTION

A. The Background of the Study

Language is not only used as a tool to communicate and interact with other people but through languages people can express their ideas, thoughts, and feelings about knowledge, culture and many things in the world. As we know, this world is big and wide. There are many countries with their own languages. In order to get communication and information fast and well, English has grown rapidly and become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native language are different from each other and where are or both speakers are using it as a 'second' language (Harmer 2001:1)

In Indonesia, English is the first foreign language that has been taught to elementary school until senior high school. In learning English, there are four skills that must be mastered, they are speaking, reading, listening and writing. Besides them, master in language components are also needed . They are grammar, vocabulary and pronunciation in order to help them mastering in the four language skills above.

Penny Ur (2004:4) said grammar may be roughly defined as the way a language manipulates and combines words (bits of words) in order to form longer units of meaning. According to the statement, it could be understood that grammar is the study about how the language manipulates or how to combine one word to other word to become a meaning. So by comprehending or mastering in

grammar, will make students to be more interactive and effective in speaking and writing in English because by using good structure and grammar the writer's thoughts could be delivered well to the reader.

According to syllabus of the second grade of senior high school in writing skill, there are many kinds of text that be learnt by students, such as narrative, news item, recount etc. In writing narrative and news item, direct and reported speech are used to report someone words or thoughts. Azar(2003: 422) defines that reported speech is giving the idea of speaker's words.

Reported speech is one of English material that is taught in second grade of senior high school. In learning reported speech, the main competence is expressing the meaning of short functional written text and simple essay in form narrative and news item.

Reported speech is one of the main grammatical items to be mastered by the senior high school student and one of the major test items in grammar, normally to be asked in the examination. Teaching this grammatical item to get the students acquainted with the structure and functions of the reported speech in English and enable them to use it in their real life situation.

Learning reported speech is not easy for Indonesian students, as it has been already known that English and Bahasa have many different aspects in grammatical form. Of course by these differences, there will be many errors which are made by students when they learn reported speech. On contrary when students want to report somebody's words or thought in Bahasa, the grammatical change will not happen or they do not need to change the tense or pronoun like in

English. It means there are grammatical differences between Bahasa and English. That is why the students often make errors when they are transforming or quoting direct into indirect or reported speech.

Dulay (1982:138) Errors are the flawed side of learner speech and writing. They are those parts of conversation or composition that deviate from some selected norms of mature language performance. In addition, many error we can find on students' transforming direct speech into reported speech and the error analysis is needed to overcome this problem. According to Erdogan (2005) error analysis enables teachers to find out the source of errors and take pedagogical precautions toward them.

Moreover, error analysis is advantageous for both learners and teacher. For the learners, error analysis is needed to show them what aspect in grammar which is difficult for them whereas for the teachers, it is required to evaluate themselves whether they are successful or not in teaching. Hasyim (2002) defines that error analysis is required in developing or increasing the technique in teaching English.

In this research, researcher had done a mini research at Second Grade of SMA RK DELI MURNI DELI TUA. Through this mini research, researcher found the error that students made in transforming direct speech into reported speech, such as:

a. DS : He said," I like my new car".

RS : He said that I liked my new car.

The pronoun **I** and **my** in direct speech above should be **he** and **his** in Reported speech.

b. DS : Jane said “I am reading a comic in class room”.

RS : Jane said that she is reading a comic in class room.

The to be **is** in direct speech should be changes to be **was** in reported speech because direct speech use present continuous tense so in reported speech the tenses must be backshift become past continuous.

From the data of mini research that the researcher did, the researcher is interested to conduct a research in analyzing students’ error in reported speech and find out the causes of error.

B. The Problems of the Study

Based on the background of the study , the writer would like to indentify the problem as;

1. What kinds of errors are made by the students in reported speech?
2. What are causes of the errors made by students in reported speech?

C. The Objectives of the study

Dealing with the problem of the study, the objective of study are

1. to describe the types of errors made by the students in reported speech.
2. to describe the causes of the errors made by the students in reported speech.

D. The Scope of the Study

This study limited on the students' error in reported speech. Grammar has important role in transforming direct speech into reported speech. In transforming direct speech into reported speech some change are necessary such as pronoun, adverb and tense. This study focuses on the error made by student in learning reported speech in change of pronoun and tenses (verb).

E. The Significance of the Study

The findings of this study are expected to be useful and relevant theoretically and practically. Theoretically, the findings are expected

1. to develop and enhance the concept and knowledge of grammatical error in reported speech.

Practically, the findings of the study expected to be useful and relevant for:

1. English teacher, this research finding become references for them to select the better ways in teaching process.
2. Students, this research finding become feedback for them so they can be better learning in English, especially in reported speech.
3. Researcher, this research finding becomes reference and develops the knowledge about grammatical error made by students.



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