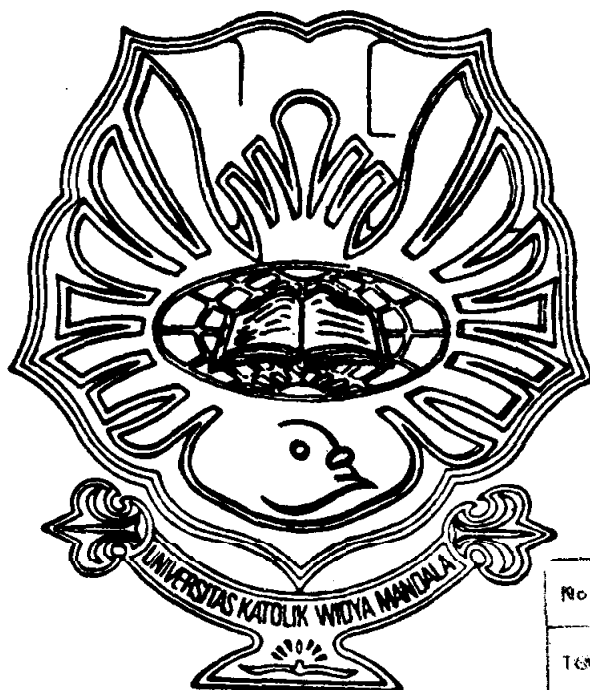# ERRORS IN DIRECT-INDIRECT SPEECH MADE BY THE SECOND YEAR SENIOR HIGH SCHOOL STUDENTS OF A 1 PROGRAM OF SMAK PETRA III SURABAYA

# A THESIS

In Partial Fulfilment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching

By:

*TAM LIE TJEN*
*IG 1213084091*

**Universitas Katolik Widya Mandala Surabaya**
**Fakultas Keguruan dan Ilmu Pendidikan**
**Jurusan Pendidikan Bahasa dan Seni**
**Program Studi Pendidikan Bahasa Inggris**
**July, 1990**

APPROVAL SHEET

(1)

This thesis entitled <u>ERRORS IN DIBECT-INDIRECT</u>
<u>SPEECH MADE BY THE SECOND YEAR SENIOR HIGH SCHOOL STUDENTS</u>
<u>OF A 1 PROGRAM OF SMAK PETRA III SURABAYA</u>, prepared and
submitted by Tam Lie **Tjen** has been **approved** and accepted
as partial fulfilment of the requirements for the Sarjana
Pendidikan degree in English Language Teaching by the
following advisors

<u>Dr. Wuri Soedjatmiko</u>
First Advisor

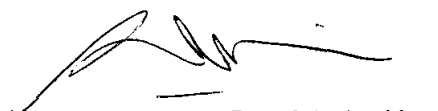<u>Dra. Lily Mitra</u>
Second Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the Comittee on Oral Examination with a grade of  B  on July 24. 1990 .

Drs.  M.P.  Soetrisno. M.A.

Chairaan

Dr. Wuri Soedjatmiko

Member

Dra. Lily Mitra

Member

Drs. V. Luluk Prijambodo

Member

Approved by

Drs. Soeharto

Dean of

the Teacher Training

College

Dr. Wuri Soedjatmiko

Head of

the English

Department

# ABSTRACT

This study deals with the analysis of students' errors in transforming the direct speech into indirect speech. The writer has chosen this topic because during her practice-teaching in SMA, the writer observes that many students still make mistakes in doing written exercises on Direct-Indirect Speech although the Direct-Indirect Speech has been given and explained to them. In addition, learning Direct-Indirect Speech needs the students' mastery of various kinds of tenses, pronouns, to-infinitives, noun clauses, and word order. Due to the fact, the writer becomes interested in conducting research on Direct-Indirect Speech focusing on various kinds of tenses, pronouns, to-infinitives, noun clauses and word order. She is especially interested in describing the types of errors and the frequency of the error occurences.

This research is meant to investigate the types of errors made by the Second Year Senior High School students of $A_1$ program of SMA Kristen Petra III Surabaya in transforming the direct speech into indirect speech.

The statement of the problem is "What types of Direct-Indirect Speech patterns are most frequently misconstructed by the second year Senior High school students of A program of SMAK Petra III Surabaya?" This is further classified into five minor problems. In other word, do the errors the students make in transforming direct into indirect speech aostly belong to (1) conjunctions, (2) pronouns, (3) verbs, (4) adverb of time/place, and (5) word order?

The test which consists of 30 items is given to the second year Senior High school students of $A_1$ program of SMAK Petra III Surabaya.

From the data obtained, the writer then analyzes, classifies, and counts the errors encountered. And the finding shows that the most frequenly error type made by the students is error of verb (41,5%), followed by error of pronoun (25,4%), error of adverb of time/place (16,6%), error of conjunction (14,3%), and finally error of word order (2,2%).

Then the writer divides each error types into some sub-error types. The sub-error types which are considered serious are wrong substitution of conjunction (57,7%),

omission of conjunction (33,9%), wrong substitution of pronoun (88,1%), omission of pronoun (11,4%), wrong substitution of verb (92,4%), wrong substitution of adverb of time/place (95,6%), errors of ordering (80,6%), and wrong substitution/wrong answer of word order (19,4%). These results mean that:

1. The students do not know how to use the right conjunctions in indirect sentences.
2. The students are not aware of the existence of conjunctions in indirect sentences.
3. In transforming the direct sentence into indirect one, the students are still confused in changing the pronouns appropriately. Very often, they get difficulty in changing the pronouns.
4. The students are not aware of the existence of the pronouns in indirect sentences.
5. The students have not mastered well the rules of the tenses of Direct-Indirect Speech. As a result, they can not apply or use the rules appropriately in turning direct sentences into indirect ones.
6. The students have not applied the rules of adverb of time/place in Direct-Indirect sentence properly.
7. In transforming the direct sentences into indirect ones, especially wh-question forms and yes/no question forms, the students are not able to put the words in a correct order.
8. Besides applying incorrect order, the students have also used incorrect substitution.

Eased on the findings, the writer concludes that the most difficult part for the students in transforming direct sentences into indirect ones is that dealing with tenses. After knowing the findings, the writer then suggests that in teaching Direct-Indirect Speech, a clear explanation about how the process of transforaing direct speech into indirect speech is going on should be given by an English teacher. Here, besides the explanation of the rules application of Direct-Indirect Speech, the English teacher should demand the students to realize about the substitution they will make in reporting direct speech. It is done because based on the findings of this thesis, the highest errors the students make is errors of wrong substitution. In addition, based on curriculum 1984 for SMA students, each type of Direct-Indirect Speech is not taught at the sane tine. Therefore, in this case, whenever it comes to a new type of Direct-Indirect Speech, a review on the previous types of Direct-Indirect Saeech that have been learnt by the stuaents before should be given by an English

teacher. And finally, the teacher shonld give more
exercises of each part of Direct-Indirect Speech to the
students. Consequently, the findings and the suggestions
are expected to be able to give some contribution to the
teaching of Direct-Indirect Speech.

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