

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is not a knowledge, but it is a set of skills, therefore learning a language means learning these skills. They are listening, speaking, reading and writing. All these language skills are given to SMA students in Indonesia to be achieved when they are taught English at school and this is based on 1984 English curriculum.

In order to get all those language skills, grammar as one of the language components should be achieved by SMA students. This is in line with what Paulston says in his book that grammar permeates all language skills.¹

Since grammar is considered as the basic element of achieving those language skills, English teachers emphasize on the teaching of grammar more than the teaching of other components such as sounds and vocabularies. But the fact is that many SMA students with the three years experience of instruction in English at

¹ Christina E. Paulston, Teaching English as a Second Language: Techniques and Procedures, Cambridge, Massachusetts, Winthrop Publishers. Inc., 1976, p.1.

the SMP have considerable difficulty in mastering the English grammar. Most of them still show poor results on their English tests. This can be seen from the results of their English final tests on grammar.

It is true that the system of English language is different from the system of Indonesian language, therefore the existing differences are obviously a source problems for Indonesian students.

Since the grammatical items taught at the SMA cover a very wide range, the writer then chooses the Direct-Indirect Speech as the focus of her study.

The Direct-Indirect Speech is frequently used in conversations and in writing. And the writer has chosen this topic because learning Direct-Indirect Speech needs the students' mastery of various kinds of tenses, pronouns, to-infinitives, noun clauses and word order. Because of the many components involved in learning the Direct-Indirect Speech, the writer through this study, is expected to be able to know the types of errors the students make in using the Direct-Indirect Speech, and just from one point, that is the Direct-Indirect Speech, this research can grasp many components of English grammar such as various kinds of tenses, pronouns, word order, to-infinitives and noun clauses.

Besides that, this topic is chosen 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.

All these errors and many others have made the writer curious to know what the most troublesome element of Direct-Indirect Speech are and why students make such errors.

1.2 The Statement of the Problem

With reference to the background of the study, the major problem of this study is "What types of Direct-Indirect Speech patterns are most frequently misconstrued by the Second Year Senior High School students of A₁ program of SMAK Petra III Surabaya?"

That major problem can be divided into the following sub-problems namely, Do the errors the students make in transforming direct into indirect speech mostly belong to:

- (1) conjunctions,
- (2) pronouns,
- (3) verbs,
- (4) adverbs of time/place or
- (5) word order?

1.3 The Objectives of the Study

This thesis is meant to describe the elements of Direct-Indirect Speech which have been mostly misconstructed by the Second Year Senior High School students of A₁ program of SMAK Petra III Surabaya.

In order to achieve that major problem, it is necessary to achieve the following sub-objectives first namely, to describe whether errors the students make in transforming direct speech into indirect speech are mostly in the form of:

- (1) conjunctions
- (2) pronouns
- (3) verbs
- (4) adverbs of time/place
- (5) word order

These types of errors will then be ranked according to their frequency of occurrences.

1.4 The Significance of the Study

The results of this study are expected to give some contributions to the teaching of English in general, and particularly it can be used as an input to the teachers to pay more attention to the errors and some other error patterns made by the students.

1.5 Scope and Limitation of the Studs

The Second Year Senior High School students of A₁ program of SMAK Petra III Surabaya are going to be used as the subjects of ~~this study because only these~~ subjects are given by the school, and the writer uses test items of Direct-Indirect Speech which cover statements, imperatives and interrogatives, either **yes/no** questions or information questions; positive and negative forms.

Due to the limited time, the writer deals only with five tenses in Direct-Indirect Speech namely, simple present, simple past, present progressive, present perfect and simple future.

1.6 Definition of the Key Terms

There are some terms used in this thesis. To clarify the meaning of the terms, the writer gives the following explanation.

1. Errors

According to Corder, error refers to the systematic deviation due to the learner's still developing knowledge of the target language.²

² S.P. Corder, The Significance of Learner's Errors in Error Analysis: Perspective on Language Acouisltion, Longman Group Limited, London 1974, p.24-25.

2. Error Analysis

Error analysis is a process based on analysis of the errors made by the Second Year Senior High School students of A₁ program of SMAK Petra III Surabaya with one clear significance; evolving a suitable and effective teaching-learning strategy.

3. Direct-Indirect Speech

Direct speech is a sentence a speaker says originally; therefore in direct speech we repeat the speaker's original utterance. The utterance thus repeated is put in quotation marks.

The indirect speech is a sentence to which we give the exact meaning of a remark or speech; without using the speaker's exact words. Indirect speech can also be called reported speech since it report the speech.

4. Subiective Test

Subjective test is a kind of test which requires an essay types answer. This kind of test does not provide any alternatives for the answers, but it asks the testees to formulate their answers as required.