

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Being interested in the particular types of errors made by students in transforming direct speech into indirect speech, the writer then decides to conduct a research on it on the second Year Senior High School of A₁ program of SMAK Petra III Surabaya. Here the writer administers the tests, then she notes down all the errors made by the students. After that she classifies those errors according to their types and puts them in a rank order. Finally, the results of her study show that the most error type that has been made by the students is error of verb (41,5%), the second most error type is error of pronoun (25,4%), the third most error type is error of adverb of time/place (16,6%), the fourth most error type is error of conjunction (14,3%), and the fifth most error type is error of word order (2,2%). These types of errors are divided into some sub-error types. Among the sub-error types, the writer finds that the most errors occur in the 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 verbs (92,4%), wrong substitution of adverbs of time/place (95,6%), errors of ordering (80%), and wrong substitution of word-order (19,4%), in the mean while, the other sub-error types such as addition of conjunction, addition of pronoun, addition of verb, omission of verb, and omission of adverb of time/place decrease from 8,4% to 0,5%.

5.2 Suggestions

In this section, the writer would like to give some suggestions that might be useful for the readers particularly the English teachers as follows:

1. In teaching Direct-Indirect Speech, a clear explanation about how the process of transforming direct speech into indirect speech is going on should be given by an English teacher. In this explanation, besides the rules applications 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 study, the highest errors the students make is errors of wrong substitution.
2. Based on curriculum 1984 for SMA students, each type of Direct-Indirect Speech is not taught at the same time.

Therefore, in this case, whenever it comes to a new type of Direct-Indirect Speech, a review on the previous types of Direct-Indirect Speech that have been learnt by the students before should be given by an English teacher.

3. The teacher should give more exercises of each part of reported speech to the students. The exercises can be in form of changing tenses/verbs, changing of pronouns, changing of adverbs of time/place, the use of conjunctions and word order.

Hopefully these suggestions will give some contributions to the teaching of English in general, and particularly it can be used as an input for English teachers to help their students minimize making errors in transforxing direct speech into indirect speech.

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