

STUDENTS' ERRORS IN CONSTRUCTING REPORTED SPEECH

By

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ABSTRACT

The paper entitled "Students' Errors in Constructing Reported Speech" is aimed to find out students' errors in constructing reported speech. In constructing the research, the writer applies descriptive method to analyze students' errors in constructing reported speech. The research was conducted to the third semester students of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. The writer uses purposive sampling in conducting this research and takes 15 from three classes who learn reported speech. The data were gained from three instruments: documentation, questionnaire and interview. The documentations were taken from students' works, questionnaires were distributed to 15 students who became the participants of this research and interview was also done to the lecturer who teaches reported speech. The research finding shows that the students make errors in constructing reported speech. The writer finds out four types of error: they are omission, addition, misinformation and misordering. The result shows that most common error found in constructing reported speech in misinformation. The writer suggests that the students should do more exercises in constructing reported speech appropriately by paying attention more to the rules of sentence transformation, especially in tense' changes.

Keywords: Direct Speech, Reported Speech, Error, Error Analysis.

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ABSTRAK

Penelitian ini berjudul “Kesalahan Siswa dalam Menyusun Reported Speech” bertujuan untuk mengetahui kesalahan siswa dalam menyusun kalimat tidak langsung. Dalam pelaksanaan penelitian ini, penulis mengaplikasikan metode deskriptif untuk menganalisa kesalahan siswa dalam menyusun kalimat tidak langsung. Penelitian ini dilakukan pada mahasiswa semester tiga jurusan bahasa Inggris, fakultas keguruan dan ilmu pengetahuan di Universitas Pakuan. Penulis menggunakan purposive sampling dalam melakukan penelitian ini dan memilih 15 siswa dari tiga kelas yang mempelajari pelajaran reported speech. Data diperoleh dari tiga instrument: dokumentasi, kuesioner dan wawancara. Dokumentasi diambil dari hasil kerja siswa, kuesioner didistribusikan kepada 15 siswa yang menjadi peserta dalam penelitian ini dan interview juga dilakukan pada dosen yang mengajar pelajaran reported speech. Penemuan dalam penelitian ini menunjukkan bahwa siswa melakukan kesalahan dalam menyusun kalimat tidak langsung. Penulis menemukan empat tipe kesalahan: diantaranya omission, addition, misinformation dan misordering. Hasil menunjukkan sebagian besar kesalahan yang ditemukan dalam menyusun kalimat tidak langsung adalah misinformation. Penulis memberi saran kepada siswa untuk lebih banyak melakukan latihan dalam menyusun kalimat tidak langsung secara tepat dengan memberi perhatian yang lebih pada peraturan dari perubahan kalimat, terutama dalam perubahan tense.

Kata Kunci: Kalimat Langsung, Kalimat Tidak Langsung, Kesalahan, Analisis Kesalahan.

BACKGROUND OF THE STUDY

Grammar is one from several components in English that should be mastered by the students to learn the language. One of the aspects the students have to recognize when they learn grammar is reported speech. Reported speech in one of the subjects where students need to change from direct speech to indirect speech. Reported speech is divided into three kinds: statement, question and imperative sentence. For this research, the writer only focuses on reported speech of sentence and question. In reported speech, students need to understand the changes of tense, pronoun and adverb of time or place. The writer has a reason for choosing the topic. The students still face some problems in constructing reported speech sentence. It might happen because students are still confused to

choose a proper term in changing the sentence that can lead them to make some common grammatical errors.

According to Ellis and Barkhuizen (2005:61) there are four types of error, they are: omission, addition, misinformation and misordering. These errors can be found in reported speech sentence. It is because the students need to change from direct speech into reported speech with some grammatical changes.

In reporting someone's quote can be done in two ways, namely direct speech and indirect speech, which is usually called reported speech. According to Betty and Stacy (2009:258) “Direct speech (or quoted speech) refers to reproducing words exactly as they were originally spoken. Quotation marks (“...”)

used". It means that in direct speech we repeat what the speaker' said.

In reported speech, Parmar (2014:44) said that "Reported speech gives the remarks of the speaker as reported by someone else". On the other hand, Azar (2003:422) stated that "Reported speech is giving the idea of speaker's words. Not all the exact words are used; pronouns and verb forms may change". From several definitions above, it can be concluded that reported speech is normally used to report what the first person has said to the second person without quoting the similar words.

Reported speech is one of the subjects in writing that needed some transformations in a sentence, such as on its tenses, pronouns and adverbs. Zibakenar (2013) in Budiwaty (2013:20) declares that punctuation, capitalization, spelling, subject-verb agreement, tense, the use of connectors, pronouns and possessives can influence in writing accuracy.

Different from direct speech, in reported speech the quotation marks are omitted. The changes are also can be found when the students construct reported speech of sentence. In reported speech of interrogative (question) sentence, the question mark (?) is removed and the interrogative form is also changed unto affirmative sentence.

RESEARCH METHODOLOGY

The writer chose the third semester students of English Language Education Study Program, Faculty of Teacher Training and Educational

Sciences, Pakuan University. In selecting the participants, she used purposive sampling technique and took three classes. 15 students who got the lowest score from all classes are chosen as the participants.

In conducting this research, non-test instruments include documentation, questionnaire and interview. The documentations are taken from students' work to analyze kind of errors in constructing reported speech. The questionnaire are distributed to find out more information related to the students in order to get the valid data of errors that students made. The writer uses closed-ended questionnaire which consist of 12 statements. She interviews lecturer, the interview is done by using a recorder. In this step, interview is conducted to the lecturer to get further information about kind of errors that students made.

RESEARCH FINDING

After the data have been obtained, the writer collected the data from three instruments: documentation, questionnaire and interview. The writer analyzed and described them as follows:

a. Research Finding of Documentation

The data for this research was document, which was taken from students' work from their final examination paper. There are four types of error that were found in students work. They are omission, addition, omission, misinformation and misordering. The total number of students'

work is 15. The result of the students' work is shown as follows:

No	Name of Errors	Total Incorrect Answer	The Percentage
1	Omission	37	30.8%
2	Addition	69	57.5%
3	Misinformation	82	68.3%
4	Misordering	7	5.8%

It can be concluded that the highest error made by the students in constructing reported speech is misinformation with total incorrect answer is 82 (68.3%).

b. Research Finding of Questionnaire

The questionnaires were distributed in order to know types of error in constructing reported speech. The questionnaire is a closed-ended question which consists of 12 statements. Below is the result of the questionnaire:

No	Statements	Frequency of Participants' Answer		Index Percentage
		Agree	Dis-	
1.	I always leave out the 'to be' that is supposed to be written in a	9	6	60%

2.	I always add the 'question mark' that is not supposed to be written	3	12	20%
3.	I always add the 'auxiliary verb' that is not supposed to be written	5	10	33.3%
4.	I incorrectly use the connector (if/whether) on the interrogative sentence of yes/no questions	11	4	73.3%
5.	I incorrectly use the question words (what, why, who, where, when and how) that is supposed to be rewritten on the interrogative sentence of WH questions	7	8	46.6%
6.	I incorrectly use verbs that are supposed to be changed	10	5	66.6%

7.	I incorrectly use pronoun that is supposed to be changed in the sentence.	6	9	40%
8.	I incorrectly use adverb of time that is supposed to be changed in the sentence.	4	11	26.6%
9.	I incorrectly use adverb of place that is supposed to be changed in the sentence.	7	8	46.6%
10.	I incorrectly use tenses that are supposed to be changed in the sentence.	15	-	100%
11.	I always misplace the subject in the sentence.	9	6	60%
12.	I always misplace to be (is, am, are) or auxiliary verb (do/does).	9	6	60%

Based on the data above, it can be concluded that the most common error students made by the students is in misinformation, especially in tenses. All

participants (100%) agreed that they incorrectly use tenses that are supposed to be changed in a sentence.

c. Research Finding of Interview

The writer interviewed the lecturer who teaches reported speech in the second semester to get further information about errors students made in constructing reported speech. Based on the data from interview, the students still made error in each type of error. From the interview, the most common error found when students construct reported speech sentence is tenses which can be proven by the statement from the lecturer. She explained how the changing of verbs or tenses are errors that she mostly found among other errors, unlike adverb or pronoun.

DISCUSSION

Based on the data from three instruments: documentation, questionnaire and interview, it can be proven that most common error in constructing reported speech is misinformation. It can be proven by the data from students' work which total incorrect answer for misinformation is 82 (68.3%). Based on the data, it shows that students are still confused in the changes of pronouns, adverbs or tenses that should be changed in a sentence. The data from the questionnaire is also shown that misinformation is the most errors that mostly students made, especially in changing the

tenses. It can be proven by the data from the questionnaire that were distributed to the participants. The questionnaire shows that all participants (100%) agree about incorrectly use tenses that are supposed to be changed in a sentence.

Furthermore, it is also supported by the data from interview that most common error in constructing reported speech is misinformation. It can be proven by the lecturer's statement, she explained that in misinformation, especially in yes/no question, most of the students made errors in yes/no question type rather than WH question. She also added that students still made an error in changing verbs, but not as much as changing tenses and verbs from direct speech into reported speech.

Therefore, it can be concluded that most common error made by students is misinformation, mostly in the changing of tenses or verbs. It can be proven by the data from the documentation, questionnaire and interview. According to Zibakenar (2013) in Budiwaty (2013:20), punctuation, capitalization, spelling, subject-verb agreement, tense, the use of connectors, pronouns and possessives can influence in writing accuracy. This explanation also happened in constructing reported speech especially in transforming adverbs, tenses, subjects or pronouns that can influence students in making errors.

CONCLUSION

After conducting the research entitled "Students' Errors in Constructing Reported Speech", the writer concludes that most students still made some errors in constructing reported speech of question (interrogative) and reported speech sentence. Based on the data from the three instruments, which are documentation, questionnaire and interview, there are four types of error in constructing reported speech. The errors are: omission, addition, misinformation and misordering. It is concluded that the most common error made by the students is misinformation, which can be proven by the data from documentation that shows the total incorrect answer in misinformation is 82 (68.3%) mad the data from questionnaire proves that all participants (100%) agree they made errors in transforming tenses.

SUGGESTION

Based on the conclusion, the writer suggests that it is necessary for the students to do more exercises in constructing reported speech in order to know how to change direct speech into reported speech appropriately. It can be done by paying more attention to the rules of forms, especially in changing the tenses which has the highest percentage of error in this research. The writer also suggest to the next researcher who wants to do a research about errors in reported speech to choose reported speech of imperative of sentence. It is suggested in order to understand more about students' errors in constructing reported speech.

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BIOGRAPHY

Maria Gabrielis Gerhanawati was born in Semarang, October 24th 1995. She is the first daughter from Antonius Thysen and Elizabeth Isdriyanti. She started her study in *SD Mardi Yuana Cicurug* (2001-2007). Then, she continued her study in *SMP Mardi Yuana Cicurug* (2007-2010). She continued her study in *SMK Wikrama Bogor* (2010-2013). After that, she continued her first degree (S1) in Pakuan University and took English Language Education Study Program, Faculty of Teacher Training and Educational Sciences. She graduated on 26th February, 2019.