

**STUDENTS' ERROR IN MAKING INDIRECT SPEECH
AT THE SECOND YEAR OF SENIOR HIGH SCHOOL
MUHAMMADIYAH PEKANBARU**



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PEKANBARU
1431 H / 2009 M**

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Thesis
Submitted to fulfill one of requirements for
Undergraduate Degree in English Education



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ABSTRAK

Zulliyannah (2009) : Kesalahan Siswa dalam Membuat Kalimat Indirect Speech pada Kelas XI di SMA Muhammadiyah Pekanbaru

Penelitian ini merupakan penelitian descriptive yang memiliki satu variable, subject dalam penelitian ini adalah siswa kelas XI di SMA Muhammadiyah Pekanbaru, sedangkan object penelitian ini adalah kesalahan-kesalahan siswa dalam menggunakan indirect speech. Sebenarnya siswa telah diajarkan tentang materi indirect speech. Dengan mempelajari pelajaran tersebut, siswa diharapkan mampu menguasai dan memahaminya. Namun kenyataannya, masih banyak siswa yang mengalami kesulitan dan kesalahan dalam membuat kalimat indirect speech.

Penelitian ini mempunyai dua rumusan masalah; pertama yaitu bentuk indirect speech apa yang siswa sering salah dalam menggunakannya. Kedua, yaitu faktor-faktor apa yang menyebabkan siswa membuat kesalahan dalam membuat kalimat indirect speech. Jadi tujuan penelitian ini adalah untuk mengetahui bentuk indirect speech apa yang siswa sering salah dalam menggunakannya dan untuk mengetahui faktor-faktor yang menyebabkan siswa membuat kesalahan dalam membuat kalimat indirect speech.

Dalam pengumpulan data penulis menggunakan tes dan angket. Tes digunakan untuk mengetahui bentuk indirect speech yang mana yang siswa sering salah dalam menggunakannya. Sedangkan angket digunakan untuk menemukan faktor-faktor yang menyebabkan siswa membuat kesalahan dalam membuat kalimat indirect speech.

Berdasarkan analisa data yang telah dilakukan, penulis menyimpulkan bahwa bentuk indirect speech yang siswa sering salah dalam menggunakannya adalah bentuk perubahan tenses (46.00% pada tes pertama, 48.00% pada tes kedua, 49.33% pada tes ketiga). Perubahan pronoun (44.66% pada tes pertama, 46.00% pada tes kedua, 47.33% pada tes ketiga). Perubahan waktu (41.33% pada tes pertama, 42.66% pada tes kedua, 43.33% pada tes ketiga). Adapun faktor-faktor yang menyebabkan mereka membuat salah dalam membuat kalimat indirect speech adalah; 1. siswa tidak mau bertanya kepada guru jika mereka tidak memahami pelajaran 2. siswa masih sulit dalam mengubah kalimat direct ke kalimat indirect speech karena mereka masih bingung dalam memahami tenses, pronoun and keterangan waktu 3. siswa tidak memperhatikan penjelasan guru ketika guru menerangkan 4. suasana kelas tidak membantu mereka dalam belajar karena selalu ribut 5. lingkungan sekitar siswa tidak mempengaruhi mereka untuk belajar bahasa Inggris.

ABSTRACT

Zulliyanah (2009) : Students' Error in Making Indirect Speech at the Second Year of Senior High School Muhammadiyah Pekanbaru

This research is a descriptive research that has one variable. The subject of this research is the second year students of senior high school Muhammadiyah Pekanbaru while the object of this research is students' error in making indirect speech. Actually, the students have been taught about indirect speech. By studying this subject the students are expected to master and understand. But in fact, most of them get difficulties and make error in making indirect speech.

This research has two formulation of the problem; the first is what form of indirect speech that the students tend make error? The second is what are the factors that cause the students make error in making indirect speech? So the objectives of this research are to find out the form of indirect speech that the students tend to make error and to find out the factors that cause the students' error in making indirect speech.

To collect the data, the writer used the test and questionnaire. The test was conducted to find out the form of indirect speech that the students tend to make error. While the questionnaire was used to find out the factors that cause the students' error in making indirect speech.

Based on the data analysis, the writer found that the form of indirect speech that the students tend to make error is changing tenses is 46.00% at the first test, 48.00% at the second test, 49.33% at the third test), changing pronoun (44.66% at the first test, 46.00% at the second test, 47.33% at the third test), changing adverb of time (41.33% at the first test, 42.66% at the second test, 43.33% at the third test). The factors that caused the students' error in making indirect speech are: 1. the students do not ask the teacher if they don't understand 2. The students still have difficult when changing direct into indirect because the still confuse about tenses, pronoun, and adverb of time 3. The students do not pay attention when the teacher explains material 4. The condition of the class not support them to study because noise 5. The students surrounding are not support tem in studying English.

ملخص

ذولياناه (2009): أخطاء التلاميذ في صناعة الكلمة Indirect Speech في الفصل الحادي عشر من المدرسة العالية محمديّة باكنبارو.

هذا البحث من بحث وصفي فيه شكل واحد, الموضوع في هذا البحث تلاميذ الفصل الحادي عشر في المدرسة العالية محمديّة باكنبارو, والهدف في هذا البحث أخطاء التلاميذ في صناعة الكلمة Indirect Speech. بتعلم هذا الدرس, يرجى التلاميذ أن يقدرُوا على فهمها. ولكن في الحقيقة, كثير من التلاميذ يصعبون وأخطءوا في صناعة الكلمة Indirect Speech.

كان لهذا البحث رمزا المسألة: أولاها من شكل الكلمة Indirect Speech الذي أخطأ التلاميذ في استعمالها, ثانياً, ما العوامل التي تسبب التلاميذ أخطأوا في صناعة الكلمة Indirect Speech. إذا غرض هذا البحث لمعرفة شكل الكلمة Indirect Speech التي أخطأ التلاميذ في استعماله و العوامل التي تسبب التلاميذ أخطأوا في صناعة Indirect Speech.

في جمع البيانات استعمل الباحث الاختبار والسائل. استعمل الاختبار لمعرفة شكل الكلمة Indirect Speech التي أخطأ التلاميذ في استعمالها. السائل استعمل للبحث عن العوامل التي تسبب التلاميذ أخطأوا في صناعة Indirect Speech.

قائم إلى البيانات المكتسبة, استنتج الباحث أن شكل Indirect Speech التي أخطأ فيها التلاميذ في استعمالها غي تغيير وقت الكلام (46.00% في الاختبار الأول, 48.000% في الاختبار الثاني, 49.33% في الاختبار الثالث) تغيير الاسم (44.66% في الاختبار الأول, 46.00% في الاختبار الثاني, 47.33% في الاختبار الثالث) تغيير الوقت (41.33% في الاختبار الأول, 42.66% في الاختبار الثاني, 43.33% في الاختبار الثالث). والعوامل التي تسبب التلاميذ أخطأوا في صناعة الكلمة Indirect Speech هي 1. لا يريد التلاميذ السؤال إلى المعلم إذا لم يفهموا الدرس. 2. صعب للتلاميذ في تغيير الكلمة Indirect Speech لأنهم يصدعون في فهم وقت الكلام, الإسم وبيان الوقت. 3. لا يهتمون شرح المدرس. 4. بيئة الفصل لاتساعدهم في التعلم. 5. بيئة حول التلاميذ لا تؤثرهم لتعلم اللغة الإنجليزية.

LIST OF THE CONTENT

ABSTRACT

SUPPERVISOR APPROVAL

EXAMINER APPROVAL

ACKNOWLEDGEMENT

LIST OF THE CONTENT

LIST OF THE TABLE

LIST OF APPENDIX

CHAPTER I INTRODUCTION

A. Background	1
B. Problem	5
C. Objectives and Significant of the Research	7
D. Reason of choosing the Title	7
E. Definition of the Term	8

CHAPTER II THEORETICAL FRAMWORK

A. Literature Review	9
B. Relevant Research	23
C. Operational Concept	24

CHAPTER III RESEARCH METHDOLOGY

A. Research Design	26
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B. Location and Time of the Research	26
C. Subject and Object of the Research	26
D. Population and Sample	27
E. Technique of Data Collection	27
F. Technique of Data Analysis	29

CHAPTER IV THE DATA PERESENTATION AND THE DATA ANALYSIS

A. The Data Presentation	31
B. The Data Analysis	47

CHAPTER V CONCLUSION

A. Research Conclusion	55
B. Suggestion	57

BIBLOGRAPHY

APPENDIX

CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background

Learning a foreign language is related to the learning on one or more language skills, namely listening, reading, speaking, and writing. There is one basic element that should be mastered in learning the four skills, that is grammar. Grammar is one of the important language components in learning English. By studying grammar, the students are expected to use language correctly. Nowadays, the difficulties of the students in learning English depend very much on English grammar. Meanwhile, English grammar is one of the language components which affect the students' performance in all four language skills (speaking, reading, listening, and writing).

According to Swan (1980:xxii) grammar is the rules that say how words are combined, arranged, and changed to show different meaning and how they combine into sentence. That is way, grammar is very necessary in order to produce acceptable English sentence and make the students easy in recognizing the pattern in which the words and the meaning of the pattern occur. However, many students have found difficulties in learning grammar. It happens because the English language system is rather different from Indonesian. From this point it can be seen how important the grammar is for foreign language learners to master it.

Grammar has some aspects, one of the aspects is direct and indirect speech, it is obvious that studying and mastering grammatical structure are very necessary in

order to be able to change direct speech into indirect speech orderly and correctly, especially in applying the grammatical structure, in changing direct into indirect speech through the changes of items such as; tenses, pronoun, adverb of time, adverb of place, modal auxiliary, and etc.

English grammar is concerned with rules. The students will study about type of sentences; some of them are indirect speech. In fact, there are many students who get difficulties in making indirect speech especially in transforming direct into indirect speech. The students must know the change of tenses, pronoun, and adverb of time. There are found some errors made by the students in making indirect speech. The students' error can be depicted as follows:

1. Students get difficulty to change the tenses from direct speech to become indirect speech. For example:

John said, "I have finished repairing your motorcycle." (Direct speech)

John said that he had finished repairing my motorcycle. (Indirect speech)

The students' error answers in indirect speech is like:

John said that he finished repairing my motorcycle. (Incorrect)

2. Students get difficult to change pronoun from direct speech to become indirect speech. For example:

Herry says, "We are late again." (Direct speech)

Herry said that they are late again. (Indirect speech)

The students' error answer in indirect speech is like:

Herry said that we are late again. (Incorrect)

3. Students get difficult to change adverbs correctly in indirect speech. For example

Junie says, “My father doesn’t work yesterday”. (Direct speech)

Junie says that her father doesn’t work the day before. (Indirect speech)

The students’ error answer in indirect speech is like:

Junie says that her father doesn’t work yesterday. (Incorrect)

The three examples above are grammatically wrong and they deviate from the rule of language system. Some aspects may disturb and influence the learner’s perception. For the instance, the students find difficulties in interpreting the complex grammar rules. These rules make the students confused and at last they make many mistakes or errors.

SMA Muhamadiyah is one of the state senior high school in Pekanbaru. Based on the syllabus of this school, there are four skills studied here, especially for English subject. The skills are listening, speaking reading and writing. Besides that they study about components of English like; grammar, vocabulary, pronunciation, etc. English is taught twice a week. There are two English teachers they are Ms. Yusnaini S.pd and Ms. Indrayeni S.Pd. they are graduated fro university and they are professional teacher.

Based on the KTSP (School based curriculum) one of the objectives of teaching English in senior high school is to develop students’ ability to communicate by using English. That’s why indirect speech is important to be learned by the students. Because in communication students will be give information to the other

students. The second year student was studied about indirect speech. They are studied it at the second semester. Although, the students was studied about indirect speech, there students still make error in making it.

Based on the background above, the writers' preliminary temporary observation in the Senior High School of Muhamadiyah Pekanbaru in describes that the students have studied about indirect speech but the students' ability in using indirect speech are still very low and student's errors in using indirect speech show that they are still weak in understanding about English pattern. The fact can be seen based on the following phenomena:

1. Some of the students are failed failing in making indirect speech although they have studied about indirect speech.
2. Some of the students do not understand how to change direct speech into indirect speech well.
3. Some of the students can not differentiate the use of indirect speech.
4. Some of the students still have mistake in making indirect speech when changing tenses.
5. Some of the students still have mistake in making indirect speech when changing pronoun.
6. Some of the students still have mistake in making indirect speech when changing adverb of time.
7. Some of students still have mistake in making indirect speech in adding conjunction "that".

Based on the phenomena above, the writer is interested in carrying out a research with title: “Students’ Error in Making Indirect Speech at the Second Year of SMA of Muhamadiyah Pekanbaru”.

B. Problem

Referring to the background and the phenomena above, it is clear that most of the students of SMA muhamadiyah pekanbaru still face difficulties about indirect speech. The difficulties may be caused by their poor background knowledge of grammar.

1. Identification of the Problem

Based on the background and phenomena above, the problems of this research are as follows:

1. What factor causes some of the students failed in making indirect speech?
2. Why do not some of the students understand how to change direct speech into indirect speech?
3. Can the students differentiate the use of indirect speech?
4. Why do some of the students still have mistake in making indirect speech when changing tenses?
5. Why do some of the students still have mistake in making indirect speech when changing pronoun?
6. Why do some of the students still have mistake in making indirect speech when changing adverb of time?

7. Why some of the students still have mistake in making indirect speech in adding conjunction “that”?

2. Limitation of the Problem

Based on the problems identified above, there are several problems that are studied in this research, so the writer limits the problem of research, only to analyze the students' error in using indirect speech of the second year students of SMA Muhamadiyah Pekanbaru. In this paper, the writer only focuses on the rules in constructing indirect speech, namely:

- 1) the change of tenses into indirect speech (in this research tenses focused on present tense and past tense)
- 2) the change of pronoun into indirect speech
- 3) the change of adverbs into indirect speech
- 4) Adding conjunction “that”

3. Formulation of the Problem

Based on the limitation of the problem above, this research can be formulated as follows:

- 1 What form of indirect speech are the most often errors made by the students of the second year of Islamic Senior High School of Muhamadiyah Pekanbaru?
2. What are the factors that cause the error of students of the second year of Senior High School of Muhamadiyah Pekanbaru in making indirect speech?

C. Objective and Significance of the Research

1. Objective of the research

1. To find out the forms of indirect speech that the students of the second year of Senior High School of Muhamadiyah Pekanbaru make errors.
2. To find out the possible causes that make the students' errors in making indirect speech.

2. Significance of the research

1. Give information to English teachers, especially for those teach English at SMA muhamadiyah about students' error in using indirect speech.
2. To contribute any information required about the students' error in using indirect speech.
3. To expand writer's knowledge about this research topic.
4. To fulfill one of the requirements to finish the writer's study of program (SI) at English Education Department Faculty of Education and Teachers' Training of State Islamic University Sultan Syarif Kasim.

D. Reason of Choosing the Title

1. The writer wants to find out the student's error in using indirect speech by the second year students of SMA Muhamadiyah.
2. This study is an interesting problem to be investigated because the time and the place of study are comfortable for the writer.
3. As far as the writer knows, the title is not researched yet.

E. Definition of the Terms

In order to avoid misinterpretation and misunderstanding about the term in this research, the definitions of the term used in this study are given as follows:

a. Error

An act or conduction of ignorant or imprudent deviation from a code of behavior. (Webster, 1988). In this research errors refer to errors made by the second year student of SMA Muhammadiyah in making indirect speech.

b. Students' errors in this study mean an error made by students in using indirect speech.

c. Direct speech and Indirect speech

Direct speech refers to reproduc words exactly as they were originally spoken.

Quotation marks ('...') are used. (Betty Schramper Azar:273)

Indirect speech refers to use a noun clause to report what someone has said.

No quotation marks are used. (Betty Schramper Azar:275)

CHAPTER II

THEORETICAL FRAMEWORK

A. Literature Review

1. Concept of Error

There are several definitions of error. According to Corder (1967) an error is any deviation from grammatical rules of the adult native language. Brown (1980:70) says errors can be recognized when it happens repeatedly in sentence. The students can not correct their errors by themselves until their teachers or native speakers provide the correct one for them. This is called systematic error.

Ellis (1982) mentions that “the differences between the first and the second language create learning difficulties which result in errors”. Chomsky as quoted by Dulay et-al (in Merina, 2009:7) say that performance of error are caused by factors, such as fatigue and lack of attention; and competence error are caused by lack of knowledge of the rules of the language.

Richards (1974:4) said there are two causes of error, they are:

1. Interlingua errors are the errors made by the learners because the characteristic of their native language or mother tongue interfere the language being learned.
2. Intralingua and developmental errors are the errors which reflect general efforts to learn the second language, which show the development of learning techniques.

Intralingua and developmental errors are classified into:

- a) Overgeneralization is a deviant structure created by students on the basis of their experiences of other structures in the target language.
- b) Ignorance of rule restrictions is the failure to observe the restrictions of existing structures that it is the application of the rules to contexts where they do not apply.
- c) Incomplete application of rules; type of errors in a sentence where the rules are incomplete.

From the statement above, it can be concluded that there are two causes of errors: the first, interlingua error that is caused by learners' mother tongue on the production of the target language. Second, intralingua error that is caused by overgeneralization, ignorance of rule restriction and incomplete application of rules.

2. Different Error and Mistake

The terms "mistake" and "error" are often used interchangeably. However, there is a clear difference between them. The following definitions of errors and mistakes are applicable for this study. As Brown (2000:216) says that mistake refers to a performance of error that is either a random guess or a slip.

Norrish 1983 (in Talif and Edwin) made a clear distinction between errors and mistakes. He states errors are a systematic deviation when a learner has not learned something and consistently gets it wrong. He added that when a learner of

English as a second or foreign language makes an error systematically, it is because he has not learned the correct form.

Norries defined mistakes as “in consistent deviation.” When a learner has been taught a certain correct form and he uses one form sometimes and another at other times quite in consistently, the inconsistent deviation is called a mistake.

Besides that, an error and mistake are similar in meaning, but they are different in causes. In learning activity, mistake is the deviation that might occur once but not at second time. It is caused by a momentary lapse of memory in which the students make a mistake; they will be able to correct it later. But an error is caused by the lack of knowledge and the students are not able to correct it. To be clear, the distinction feature of error and mistake will be shown through the table bellow:

Table II. I
Differences between errors and mistakes

Errors	Mistakes
<ul style="list-style-type: none"> • Errors are caused by lack of competence (Brown: 1980). • Errors are systematic that their occurrence is in some way regularly (Ellis: 1980). • Errors can not be corrected by learner himself (Mc. Keating: 	<ul style="list-style-type: none"> • Mistakes are caused by lack of performance (Brown:1980) • Mistakes are not systematic (Ellis:1980) • Mistakes can be corrected by the learner himself (Mc. Keating:1985)

<p>1985).</p> <ul style="list-style-type: none"> • Errors are caused by not knowing the target language rule (Brown: 1985). • Errors are not always made by the adult native speakers (Brown: 1980). 	<ul style="list-style-type: none"> • Mistakes occur as a result of failure that is caused by forgetfulness (Mc. Keating: 1985) • Mistakes are also made by the adult native speakers (Brown: 1980)
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From the theoretical above, it can be concluded that definition of errors and mistakes are different. Errors are caused by the lack of competence or the lack of knowledge, so that if the students make errors they are not able to correct it and errors are not always made by adult native speaker. Whereas, mistakes are caused by the lack of performance or caused by forgetfulness about material that the students are still able to correct it later if they make mistakes, mistakes are also made by the adult native speakers.

3. Direct Speech and Indirect speech

1. The differences between direct speech and indirect speech

According A.J. Thomson and A.V. Martin (1995), there are two ways of relating what a person has said: direct and indirect speech. In direct speech we repeat the original speaker's exact words, and in indirect speech we give the exact meaning of a remark or a speech, without necessarily using the

speaker's exact word. In order to understand the differences between them, it is necessary to see what experts say about them.

Direct speech

Direct speech refers to reproduce words exactly as the original spoken.

Example: Tono says, "I like music very much."

In direct speech we repeat the original speakers exact words. For example: He said, 'I have lost my umbrella.' It can be seen that repeated are placed between inverted commas and a comma or colon is placed before the remark. (A.J. Thomson and A.V. Martinet, 1986:269).

For example:

She said, "I have seen my friend in the hospital."

In this sentence, the remarks which are repeated (I have seen my friend in the hospital) are placed between inverted comma and quotation mark and a comma is placed before the remark.

Indirect speech

Indirect speech refers to use a noun clause to report what someone has said. It is used to report what speakers says in direct speech. Example: Jack said that he was watching television then.

According A.J. Thomson and A.V. martinet (1986:269) says "indirect speech we give the exact meaning of a remark or a speech, without necessary using the speaker's exact. In indirect speech there is no comma after say in indirect speech, **that** can usually be omitted after say or tell + object."

For example: Jerry said, I teach English now.”

In this sentence, quotation marks contain the exact words said by the original speaker (Jerry). It can be reported by another person to someone or somebody else by changing it into indirect speech. The personal pronoun of the exact word “ I ” change into “ he ” and adverb of time “ now ” change into “ Then “, so the sentence becomes: Jerry said that he taught English then.

2. The Rules in Constructing Indirect Speech

According Bedre Manjunath there are four major changes while transforming a direct speech into indirect speech, they are; 1) change of reporting verb, 2) change of personal pronoun 3) change of tenses 4) change of time. In constructing direct into indirect speech will encounter the changing of tense, pronoun and adverbs.

1. The change of tenses in indirect speech

Table II.2
Change of tenses in indirect speech

Direct Speech	Indirect Speech
Present simple She said, “it is cold.”	Past simple She said that it was cold
Present continuous She said, “I’m teaching English online.”	Past continuous She said that she was teaching English online
Present perfect simple She said, "I've been on the web since 1999."	Past perfect simple She said she had been on the web since 1999.
Present perfect continuous She said, "I've been teaching English for seven years."	Past perfect continuous She said she had been teaching English for seven years.
Past simple	Past perfect

She said, "I taught online yesterday."	She said she had taught online yesterday.
Past continuous She said, "I was teaching earlier."	Past perfect continuous She said she had been teaching earlier.
Past perfect She said, "The lesson had already started when he arrived."	Past perfect NO CHANGE - She said the lesson had already started when he arrived.
Past perfect continuous She said, "I'd already been teaching for five minutes."	Past perfect continuous NO CHANGE - She said she'd already been teaching for five minutes.

<http://www.learnenglish.de/grammar/reportedspeech.htm>

2. The change of pronoun in indirect speech

Table II.3
Change of pronoun in indirect speech

Direct		Indirect
I		He/She
You		You
We		They
They	become	They
My		His/Her
Our		Their
your		My

(Dhanny R. Cyssco, 2002:145)

For example:

Direct : Clinton said, "**I** am very busy now."

Indirect : Clinton said that **he** was very busy then.

Direct : He said, “**My** mother is writing letter.”

Indirect : He said that **his** mother was writing letter

Direct : They said, “**We** should be delighted to come.”

Indirect : They said that **they** would be delighted to come.

3. The change of adverbs in indirect speech

Table II.4
Change of adverbs in indirect speech

Direct Speech	Indirect Speech
Today	That day
Yesterday	The day before
Tomorrow	The next day/ the following day
The day before yesterday	Two day before
The day after tomorrow	In two days time
Next week	The following week
Next year	The following year
Last week	The previous week
A week ago	A week before
Now	Then
Tonight	that night
Here	there

(Dhanny R. Cyssco, 2002:146)

For example:

Direct : He said, "I won't answer your question **now**."

Indirect : He said that he wouldn't answer my question **then**.

Direct : He told her, "I want to leave for Delhi **tonight**."

Indirect : He told her that he wanted to leave for Delhi **that night**.

Direct : He said, "I will come **tomorrow**."

Indirect : He said that he would come **the next day**.

Direct : She said, "I will see you **here tomorrow**."

Indirect : She said that she would see me **there the next day**.

Direct : "I have an appointment **next week**," she said.

Indirect : She said that she had an appointment **the following week**.

Direct : "I was on holiday **last week**," he told us.

Indirect : He told us that he had been on holiday **the previous week**.

Direct : "John called 10 minutes **ago**," she told me.

Indirect : She told me that John had called 10 minutes **before**.

Direct : "Do you like **this** shirt?" she asked.

Indirect : She asked if I liked **that** shirt.

3. The Uses of Indirect Speech

According to Drs. Surayin (2004:355-381) the types of indirect speech involve three: statement, command and Question (this includes WH-Question and Yes/No Question). Dhanny R. Cyssco (2002: 145-152) says that

the types of indirect speech are: statement, question, question words and command.

Based on the statement above it can be conclude that the type of indirect speech can be categoriezed in four types, they are:

1. Statement form

Basic rule

- a. The reporting verbs in indirect statement use say, tell, and ask + object.

Example:

D : Jack says, “the train will be late again.”

I : Jack **says** that the train will be late again

- b. Other verbs like replay/answer/inform/stated may be instead of said or told.

- c. In indirect statement quotation mark (“.....”) is not used but change with **that**.

Example:

D : herry says, “we are late again.”

I : herry says **that** they are late again.

- d. If the reporting verb in simple present, future tense, and present perfect tense, in indirect word there is no change of tense, but only change of pronoun.

Example:

D : Betty says,” I like music very much.”

I : **Betty says** (that) she likes music very much.

D : Adi will say, “no body is late.”

I : **Adi will say** (that) no body is late.

D : my sister has said, “I have taken a bath.”

I : **my sister has said** (that) she has taken a bath.

- e. If the reporting verb in simple past tense (said, told, asked), reported word in indirect speech will be change of tense, adverbs, adverbial phrase.(Dhanny R. Cyssco:145)

Example:

D : Dhiana said, “I am typing a working contract now.”

I : Dhiana **said** that **she was typing** a working contract **then**.

2. Commands form

The reporting verbs in indirect command use tell, order, command, ask, beg, urge, remind, war, advise + to infinitive+ object.

The reporting verb of direct command has to be changed into certain reporting verbs in indirect speech. The changing is as follows:

1. Command which means to ask or to order. The reporting verbs usually used are: ask, order, tell, and instruct. E.g. he ordered his servant to go away.
2. Command which means to remind or to order. The reporting verbs usually used are: advice, warn, remind, invite and encourage. E.g. she warned me to loose my weight.

3. Command which means to request. The reporting verb used is ask. E.g.
harris asked me to teach him how to do exercise.
4. Command which means to beg. The reporting verb used is beg. E.g. she
begged her husband to forgive her.
5. Command which means to prohibit. The reporting verb used is forbid. E.g.
he forbade me to take a nap.

In command form, if reported words in positive command, “**to**” is added in indirect command sentences. For example:

Direct : Ira ordered me, “Please wait for me!”

Indirect : Ira ordered me **to** wait for her.

But, if reported words in negative command are usually reported by “**not + to infinitive.**” For example:

Direct : Ita said to me, “do not use my car!”

Indirect : Ita said to me **not to** use her car.

3. Question word (WH-Question) form

Basic rule

- a. Reporting verb in indirect question is changed into ask/enquire/demand/wonder/want to know/question/interrogate.

Example:

Where do you want to go now? “He said to me.”

He **asked** me where I want to go then

- b. **That** is not used in indirect question but changed with who/whom/whose/what/which/when/why/where/how.

Example:

D: Johnny said, “**Where** do you take an English course?”

I : Johnny asked (**where**) I take an English course.

- c. When reporting questions use question words (why, where, when, etc.) indirect question use the question word. Example:

Dave asked, "Where did you go last weekend?"

Dave asked me where I had gone the previous weekend.

4. Yes/NO question form

Whether of **if** will be used in indirect question if the direct question need answer yes/no or direct question has no question word.

Example:

D : “**do** you study English?” he said.

I : he asked **if** (**whether**) I study English.

4. Factors that Influence the Students’ Error in Making Indirect Speech

According to Muhibbin Syah in Merina Septiy (2009) the influential factors in learning are:

1. Internal Factors

a. Motivation

Students who have low motivation in learning will make their achievement low because motivation is an essential factor to make teaching and learning more effective and efficient.

b. Adequate time

By doing many discussion or exercises whether, when the students in the classroom or when they are in the house, it will make them more able to master the materials.

c. Attitudes

How good students' attitudes are when they listen to the teacher' explanation about the material will influence their understanding and achievement in learning process.

d. intelligence

The success of students in their learning is influenced by intelligence factor. By having good intelligence it will make teaching and learning process more effective.

2. External factor

a. Teacher

Teacher' factor and the way of teaching are important factor which influence learning. How teacher's attitude knowledge and also how the teacher teaching orientation also influence students' achievements.

b. Parents

The students who have supported us from their parents to study English will make them motivated in learning process and students who have not support from their parents will make them have low motivation.

c. Environment

School environment which complete equipments, facilities and added by good way in learning will make student easier in learning process.

B. Relevant Research

In this relevant research, there are some research studies about direct and indirect speech. The firstly Rusdan (2003) the research title is a study on the third year students' ability in using direct and indirect speech at MAN-1 Pekanbaru. In this research the writer focuses on the students' ability in using direct and in direct speech. Based on the result of the data analysis he found that the students have low ability in using direct and in direct speech, because the average of the students' score in answering is 40.48% and it is classified as poor.

Besides that, Anita (2004) the research title is students' mistake in changing direct speech into indirect speech at MA DAR-EL Hikmah Pekanbaru. In this research, she took 91 students to be her sample of research. He found that the ability of the students was classified into less serious category with score 41.19%. It means that the students still find difficulty of those types in changing direct into indirect speech.

Based on those problems, the writer is interested in doing the research, in this research the writer focuses on the students' error in changing tenses, pronoun and adverbs from direct speech into indirect speech.

C. Operational Concept

The operational concept is the concept that is used to clarify the theories in this research in order to avoid misunderstanding and to make easy in analyzing the problems. The writer establishes some indicators in this case as follows:

1. The students make error in making indirect speech when changing tenses
2. The students make error in making indirect speech when changing pronoun
3. The students make error in making indirect speech when changing adverb.
4. The students make error in adding conjunction "that" in indirect speech

Whereas the indicator of the factors that influence students made error in making indirect speech are:

Internal factor

1. The students do not pay attention when the teacher explain material
2. The students do not ask the teacher if they don't understand
3. The students have difficulty when changing direct into indirect because they do not know tenses, pronoun and adverb.
4. The students do not review the lesson.

External factor

1. The students do not enjoy in the class because the teachers' method in teaching is not interesting

2. The students are not supported by their parents in learning
3. The condition of the class does not support them to study because noise.
4. The students' surrounding do not support them in studying English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was designed in descriptive quantitative and it has only one variable that is students' errors. It is aimed to describe and to analyze the students' error in making indirect speech, to determine the category of indirect speech in which the second year students of SMA Muhammadiyah tend to make errors, and also to find out the factors that influence the students' error in making indirect speech. Gay (1987:11) says that the descriptive research involves data collection to test hypothesis or to answer questions concerning the current status of the subject of the study.

B. Location and Time of the Research

This research was conducted at SMA Muhammadiyah Pekanbaru at K.H. Ahmad Dahlan street number 90, Pekanbaru. This research was conducted on August 2009.

C. Subject and Object of the Research

The subject of this research was the second year students of SMA Muhammadiyah Pekanbaru in this research the writer only focuses at social department (IPS) and the Object of this research was the students' error in making indirect speech. The writer also wanted to know the factors that caused the students error in making indirect speech.

D. Population and sample

In this research, the writer only took students from social department (IPS) as sample of the research. The population of this research was the second year of social department (IPS) of SMA Muhamadiyah Pekanbaru. They were 120 students consisting of four classes. The writer took only 25% of the total population. It was only 30 students to be sample of this research by cluster random sampling technique. Suharsimi (2002:112) says that if the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take sample about 10 – 15% or 20 – 25%.

Table.III.1
The number of the population and sample

No	Class	Population			Sample 25%		
		Male	Female	Total	Male	Female	Total
1	IPS 1	12	18	30	4	4	8
2	IPS2	13	17	30	3	4	7
3	IPS3	16	14	30	4	3	7
4	IPS4	15	15	30	4	4	8
Total		56	63	120	15	15	30

E. Technique of Data Collection

The techniques of data collection used by the writer in this research were test and questionnaire. The test used was complete sentence and test analysis which consisted of 20 items. The test contained changing tenses, pronoun and adverbs from

direct into indirect speech. The test was given three times, because the writer wanted to analyze whether the students make mistake or error. The test was also aimed to find out and to analyze what form of indirect speech the students tended to make errors and the questionnaire was used to find out the factors that influence the students' error in making indirect speech.

Before giving the real test to the students, the test had been tried out to the second year students at SMA Muhammadiyah. The try out was done two times. It was conducted to see the difficulty items and reability of the test. After analyzing the test the difficulty items, the writer revised the rejected items, all the test items were examined through the point of view of the difficulty level. The Items of test show how easy or difficult a particular item was in the test. The index of difficulty (facility value) is generally expressed as the percentage of the students who answer the items correctly. It is calculated by using formula:

$$FV = \frac{R}{N}$$

FV = The difficulty level

R = The number of correct answer

N = The number of students

(Heaton, 1988:178)

Table II.2
The distribution of the test items

No	Form of indirect speech	Number of test	Distribution
1	Adding conjunction word that	1,5,9,13,18	5
2	Changing tenses	2,6,10,14,17	5
3	Changing pronoun	3,7,11,15,19	5
4	Changing adverb	4,8,12,16,20	5

F. Technique of Data Analysis

This research uses descriptive study. Gay in Nuryana (2004:18) defines that the data which was collected to analyze qualitatively is called qualitative descriptive. This research is focused on the students' error in making indirect speech. And the objective of this research was to find out the form of indirect speech that the students tended to make errors and to know the factors that influences the students' error in making indirect speech. To find out the types of indirect speech that the students tended to make error, the data was analyzed by classifying the errors made by the students into each type of indirect speech.

To know the students' error in making indirect speech the following formula is used:

$$D = \frac{E}{N.I} \times 100\%$$

Notation:

D = Level difficulty of each category of phrasal verb

M = Number of errors

N = Number of respondents

I = Number of Items

When the “D” of each category of indirect speech is bigger or equal to 40 percent, the category is considered as difficult. On the other hand, when the “D” is found smaller than 40 percent, the category is considered easy (Hughes, 1989, in Nurida, 2002:16)

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Data Presentation

1. The Description of Research Instrument

In this research, the writer used test and questionnaire to collect the data. Test was used to get the data on the students' error in making indirect speech and questionnaire was used to find out the factors caused students make error in making indirect speech.

To validate the test quality, the writer had tried to estimate the index difficulty in each item (appendix). It was generally expressed as the percentage of the students who answered the test item correctly.

After collecting the data and computing the students' score, the writer presented them in the table forms which contained the percentage of the students' mistake in answering the test on each category of indirect speech. This percentage was used as a reference to the students' error in making indirect speech.

a. Try-out Data

In try-out data the writer took 15 students to test. They were from the second year ones of social department. After analyzing the data of try-out the writer found that there were 4 items of the test rejected. Because the index difficulty of them is $<30\%$ and $>70\%$ (see appendix IV) and then, the rejected items were changed into the new items.

b. Test Data

The test had been given to 30 students. They were from the second year students of social department (IPS). The test had been done three times, because the writer wanted to know whether the students made error or mistake. To know the result of the test, please see appendix VII and VIII..

c. Questionnaire Data

The questionnaire was used to find out the factors that influenced the students' error in making indirect speech. The questionnaire given consisted of 16 items. After collecting the data and computing the students score, the writer presented them in the table forms which contain the percentage of the students' answer about the factors that influence their error in making indirect speech.

2. The Data Presentation

Table IV.1
The number of students' error in answering the test of
Indirect speech in adding conjunction "That"

NO	ITEMS	FREQUENCY	PERCENTAGE
1	1	10	33%
2	5	11	36%
3	9	11	36%
4	13	13	43%
5	18	10	36%
	Total	55	

From the table above, it can be seen that at the first test there are 10 students who make error in answering item No.1, 11 students made error in answering item No.5, 11 students made error in answering item No.9, 13 students made error in answering item No.13, and 11 students made error in answering item No.18. So, the total number of error made by the students in making indirect speech when adding conjunction “that” at the first test is 55.

Table IV.2
The number of students’ mistake in answering the test of
Indirect speech in changing tense (present into past)

NO	ITEMS	FREQUENCY	PERCENTAGE
1	2	9	30%
2	6	17	56%
3	10	12	40%
4	14	17	56%
5	17	14	46%
	Total	69	

From the table above, it can be seen that at the first test there are 9 students that make error in answering item No.2, 17 students make error in answering item No.6, 12 students make error in answering item No10, 17 students make error in answering item No.14, and 14 students make error in answering item No.17. So, the total number of error made by the students in making indirect speech when adding conjunction “that” at the first test is 69.

Table IV.3
The number of students' mistake in answering the test of
Indirect speech in changing pronoun

NO	ITEMS	FREQUENCY	PERCENTAGE
1	3	15	50%
2	7	11	36%
3	11	14	46%
4	15	16	53%
5	19	10	33%
	Total	67	

From the table above, it can be seen that at the first test there are 15 students that make error in answering item No.3, 11 students make error in answering item No.7, 14 students make error in answering item No.11, 16 students make error in answering item No.15, and 10 students make error in answering item No.19. So, the total number of error made by the students in making indirect speech when adding conjunction “that” at the first test is 67.

Table IV.4
The number of students' mistake in answering the test of
Indirect speech in changing adverb

NO	ITEMS	FREQUENCY	PERCENTAGE
1	4	10	33%
2	8	10	33%
3	12	9	30%
4	16	16	53%
5	20	17	56%
	Total	62	

From the table above, it can be seen that at the first test there are 10 students that make error in answering item No.4, 10 students make error in answering item No.8, 9 students make error in answering item No.12, 16 students make error in answering item No.16, and 17 students make error in answering item No.20. So, the total number of error made by the students in making indirect speech when adding conjunction “that” at the first test is 62.

B. The Factors Caused the Students Make Error in Making Indirect Speech.

The questionnaire was provided 16 questions. It was aimed to find out the factors that influenced the students’ error in making indirect speech. The students should choose the best answer based on their idea. The alternative answers that provided were strongly disagree, disagree, undecided, agree, and strongly agree. All the items are presented and calculated in percentage that can be seen on the tables below:

Table IV.5
The students are interesting in studying English

No	Options	Frequency	Percentage
1	Strongly Disagree	5	16.66%
	Disagree	2	6.66%
	Undecided	2	6.66%
	Agree	11	36.66%
	Strongly Agree	10	33.33%
	Total	30	100%

The table above shows that there are 5 respondents (16.66%) who answer strongly disagree, 2 respondent (6.66%) who answer disagree, 2 respondent (6.66%) who answer undecided, 11 respondent (36.66%) who answer agree and 10 respondent (33.33%) who answer strongly agree that the students are interesting in studying English.

Table IV.6
The students ask to the teacher if they don't understand the material

No	Options	Frequency	Percentage
2	Strongly Disagree	2	6.66%
	Disagree	4	13.33%
	Undecided	2	6.66%
	Agree	11	36.66%
	Strongly Agree	11	36.66%
	Total	30	100%

The table above shows that there are 2 respondents (6.66%) who answer strongly disagree, 4 respondent (13.33%) who answer disagree, 2 respondent (6.66%) who answer undecided, 11 respondent (36.66%) who answer agree and 11 respondent (36.33%) who answer strongly agree that the students ask the teacher if they don't understand the material.

Table IV.7
The students did not enjoy to study English because the teacher method not interesting

No	Options	Frequency	Percentage
3	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	14	46.66%
	Agree	7	23.33%
	Strongly Agree	9	30.00%
	Total	30	100%

The table above shows that there are 0 respondents (0%) who answer strongly disagree, 0 respondent (0%) who answer disagree, 14 respondent (46.66%) who answered undecided, 7 respondent (23.33%) who answer agree and 9 respondent (30.00%) who answer strongly agree that they did not enjoy to study English because the teacher method not interesting.

Table IV.8
The students review the lesson outside the school

No	Options	Frequency	Percentage
4	Strongly Disagree	2	6.66%
	Disagree	5	16.66%
	Undecided	3	10.00%
	Agree	18	60.00%
	Strongly Agree	2	6.66%
	Total	30	100%

The table above shows that there are 2 respondents (6.66%) who answer strongly disagree, 5 respondent (16.66%) who answer disagree, 3 respondent (10.00%) who answer undecided, 18 respondent (60.66%) who answer agree and 2 respondent (6.66%) who answer strongly agree that they review the lesson at outside school.

Table IV. 9
Direct and indirect speech is difficult material to understand

No	Options	Frequency	Percentage
5	Strongly Disagree	0	0%
	Disagree	5	16.66%
	Undecided	2	6.66%
	Agree	16	53.33%
	Strongly Agree	7	23.33%
	Total	30	100%

The table above shows that there are 0 respondents (0%) who answer strongly disagree, 5 respondent (16.66%) who answer disagree, 2 respondent (6.66%) who answer undecided, 16 respondent (53.33%) who answer agree and 7 respondent (23.33%) who answer strongly agree that indirect speech is difficult material to understand.

Table IV.10
The students read many books to know about material direct and indirect speech

No	Options	Frequency	Percentage
6	Strongly Disagree	3	10.00%
	Disagree	15	50.00%
	Undecided	4	13.33%
	Agree	7	23.33%
	Strongly Agree	1	3.33%
	Total	30	100%

The table above shows that there are 3 respondents (10.00%) who answer strongly disagree, 15 respondent (50.00%) who answer disagree, 4 respondent (13.33%) who answer undecided, 7 respondent (23.33%) who answer agree and 1 respondent (3.33%) who answer strongly agree that they read many books to know about material direct and indirect speech.

Table IV.11
My parent support me in learning English

No	Options	Frequency	Percentage
7	Strongly Disagree	2	6.66%
	Disagree	3	10.00%
	Undecided	0	0%
	Agree	17	56.66%
	Strongly Agree	8	26.66%
	Total	30	100%

The table above shows that there are 2 respondents (6.66%) who answer strongly disagree, 3 respondent (10.00%) who answer disagree, 0 respondent (0%) who answer undecided, 17 respondent (56.66%) who answer agree and 8 respondent (26.66%) who answer strongly agree that their parents support them in learning English.

Table IV.12

The facilities of teaching and learning process are available in the school

No	Options	Frequency	Percentage
8	Strongly Disagree	3	10.00%
	Disagree	10	33.33%
	Undecided	7	23.33%
	Agree	6	20.00%
	Strongly Agree	4	13.33%
	Total	30	100%

The table above shows that there are 3 respondents (10.00%) who answer strongly disagree, 10 respondent (33.33%) who answer disagree, 7 respondent (23.33%) who answer undecided, 6 respondent (20.00%) who answer agree and 4 respondent (13.33%) who answer strongly agree that the facilities of teaching and learning process are not available in the teaching.

Table IV.13

The condition of class does not support me because class noise

No	Options	Frequency	Percentage
9	Strongly Disagree	2	6.66%
	Disagree	3	10.00%
	Undecided	4	13.33%
	Agree	15	50.00%
	Strongly Agree	6	20.00%
	Total	30	100%

The table above shows that there are 2 respondents (6.66%) who answer strongly disagree, 3 respondent (10.00%) who answer disagree, 4 respondent (13.33%) who answered undecided, 15 respondent (50.00% %) who answer agree and 6 respondent (20.00%) who answer strongly agree that the condition of class does not support them because class noise.

Table IV.14

Students' surrounding encourage me to study English

No	Options	Frequency	Percentage
10	Strongly Disagree	1	3.33%
	Disagree	15	50.00%
	Undecided	4	13.33%
	Agree	9	30.00%
	Strongly Agree	1	3.33%
	Total	30	100%

The table above shows that there are 1 respondents (3.33%) who answer strongly disagree, 15 respondent (50.00%) who answer disagree, 4 respondent 13.33%) who answer undecided, 9 respondent (30.00%) who answer agree and 1 respondent (3.33%) who answer strongly agree that their surrounding encourage them to study English.

Table IV.15
The students have difficulty in making indirect speech because they are fill about tenses, pronoun and adverb

No	Options	Frequency	Percentage
11	Strongly Disagree	2	6.66%
	Disagree	2	6.66%
	Undecided	5	16.66%
	Agree	18	60.00%
	Strongly Agree	3	10.00%
	Total	30	100%

The table above shows that there are 2 respondents (6.66%) who answer strongly disagree, 2 respondent (6.66%) who answer disagree, 5 respondent (16.66%) who answer undecided, 18 respondent (60.00%) who answer agree and 3 respondent (10.00%) who answer strongly agree that he students have difficult in making indirect speech because they fill about tenses, pronoun and adverb.

Table IV.16

The students can not remember to change direct into indirect speech

No	Options	Frequency	Percentage
12	Strongly Disagree	1	3.33%
	Disagree	6	20.00%
	Undecided	19	63.33%
	Agree	3	10.00%
	Strongly Agree	1	3.33%
	Total	30	100%

The table above shows that there are 1 respondents (3.33%) who answer strongly disagree, 6 respondent (20.00%) who answer disagree, 19 respondent (63.33%) who answer undecided, 3 respondent (10.00%) who answer agree and 1 respondent (3.33%) who answer strongly agree that they can not remember to change direct into indirect speech.

Table IV.17

The students did not pay attention when the teacher explain about material

No	Options	Frequency	Percentage
13	Strongly Disagree	9	30.00%
	Disagree	12	40.00%
	Undecided	5	16.66%
	Agree	3	10.00%
	Strongly Agree	1	3.33%
	Total	30	100%

The table above shows that there are 9 respondents (30.00%) who answer strongly disagree, 12 respondent (40.00%) who answered disagree, 5 respondent (16.66%) who answered undecided, 3 respondent (10.00%) who answered agree and 1 respondent (3.33%) who answered strongly agree that they did not pay attention when the teacher explain about material.

Table IV.18
The students always make mistake in mastering the form of direct and indirect speech

No	Options	Frequency	Percentage
14	Strongly Disagree	2	6.66%
	Disagree	5	16.66%
	Undecided	5	16.66%
	Agree	15	50.00%
	Strongly Agree	3	10.00%
	Total	30	100%

The table above shows that there are 2 respondents (6.66%) who answered strongly disagree, 5 respondent (16.66%) who answered disagree, 5 respondent (16.66%) who answered undecided, 15 respondent (50.00%) who answered agree and 3 respondent (10.00%) who answered strongly agree that they always make mistake in mastering the form of direct and indirect speech.

Table IV.19
Our teacher supports us to study English

No	Options	Frequency	Percentage
15	Strongly Disagree	1	3.33%
	Disagree	1	3.33%
	Undecided	4	13.33%
	Agree	15	50.00%
	Strongly Agree	9	30.00%
	Total	30	100%

The table above shows that there are 1 respondents (3.33%) who answered strongly disagree, 1 respondent (3.33%) who answered disagree, 4 respondent (13.33%) who answered undecided, 15 respondent (50.00%) who answered agree and 9 respondent (30.00%) who answered strongly agree that the teacher supports them to study English.

Table IV.20
The students the schedule of English lesson does not support me to concentration in studying English

No	Options	Frequency	Percentage
16	Strongly Disagree	1	3.33%
	Disagree	1	3.33%
	Undecided	1	3.33%
	Agree	15	50.00%
	Strongly Agree	12	40.00%
	Total	30	100%

The table above shows that there are 1 respondents (3.33%) who answered strongly disagree, 1 respondent (3.33%) who answered disagree, 3 respondent (3.33%) who answered undecided, 15 respondent (50.00%) who answered agree and 12 respondent (40.00%%) who answered strongly agree that the schedule of English does not support them to concentrate to study English.

C. The Data Analysis

1. Students' error in making indirect speech

The title of this research is students' error in making indirect speech at the second year of social department of SMA Muhammadiyah Pekanbaru. To calculate the data about students' error in making indirect speech, the writer used formula as follows:

$$D = \frac{E}{N.I} \times 100\%$$

Notation:

D = Level difficulty of each category of indirect speech

E = Number of error

N = Number of respondent

I = Number of items

1. The data analysis

Table IV.21

Students' error in making indirect speech in adding conjunction "That

Number of item (I)	Number of students making error (E)	percentage	Number of students whose answer is true	percentage
1	10	33%	20	66%
2	11	36%	19	63%
3	11	36%	19	63%
4	13	43%	17	56%
5	10	36%	20	66%

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{55}{30.5} \times 100\%$$

$$D = \frac{55}{120} \times 100\%$$

$$D = 36.66\%$$

It is obvious that the average level of difficulty in making indirect speech in adding conjunction that is 36.66%. it shows that the majority of the students find it easy, because it is smaller than 40%. In other words they rarely made errors in making indirect speech.

Table IV.22

Students' error in making indirect speech when changing tenses

Number of item (I)	Number of students making error (E)	Percentage	Number of students whose answer is true	percentage
1	9	30%	21	70%
2	17	56%	13	43%
3	12	40%	18	60%
4	17	56%	13	43%
5	14	46%	16	53%

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{62}{30.5} \times 100\%$$

$$D = \frac{62}{150} \times 100\%$$

$$D = 46.00\%$$

From the table of calculation above, the students' error in making indirect speech is 46.00%. It indicates that the students get difficult in making indirect speech because the "D" is bigger than 40%.

Table IV.23

Students' error in making indirect speech when changing pronoun

Number of item (I)	Number of students making error (E)	Percentage	Number of students whose answer is true	percentage
1	15	50%	15	50%
2	11	36%	19	63%
3	14	46%	16	53%
4	16	53%	14	46%
5	10	33%	20	66%

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{67}{30.5} \times 100\%$$

$$D = \frac{67}{150} \times 100\%$$

$$D = 44.66\%$$

From the table of calculation above, the students' error in making indirect speech is 44.66%. It indicates that the students get difficult in making indirect speech because the "D" is bigger than 40%.

Table IV.24

Students' error in making indirect speech when changing adverb of time

Number of item (I)	Number of students making error (E)	percentage	Number of students whose answer is true	percentage
1	10	33%	20	66%
2	10	33%	20	66%
3	9	30%	21	70%
4	16	53%	14	46%
5	17	56%	13	43%

$$D = \frac{E}{N.I} \times 100\%$$

$$D = \frac{62}{30.5} \times 100\%$$

$$D = \frac{62}{150} \times 100\%$$

$$D = 41.33\%$$

From the table of calculation above, the students' error in making indirect speech is 41.33%. It indicates that the students get difficult in making indirect speech because the "D" is bigger than 40%.

To know the forms of indirect speech that the students tend to make error, the writer made recapitulation of them such following table:

Table IV.25
The Recapitulation of students' error in
Making indirect speech

No	Form of indirect speech	Test I
1	Adding conjunction That	36.66%
2	Changing Tenses	46.00%
3	Changing Pronoun	44.66%
4	Changing adverb of Time	41.33%

From the table above, it can be seen that the percentages of students' error in adding conjunction "that" is 38.66%. The percentage of students' error in changing tenses is 46.00%. The percentages of students' error in changing pronoun is 44.66%. The percentages of students' error in changing adverbs of time is 41.33%. Referring to the first formulation of the problem "What form are the most often made an error by the students of the second year of SMA Muhamadiyah Pekanbaru?" So, based on the table above it can be concluded that the students tend to make error in making indirect speech when changing tenses.

D. The Factors Caused the Students Make Error in Making Indirect Speech.

In previous chapter, the writer has presented the questionnaires data gathered in the research. Therefore, in this chapter the writer also analyzes them. According to objective of the research “what factor caused the students make error in making indirect speech”. The writer analyzes the factors that influence the students make error in making indirect speech.

To analyze the factors that make the students error in making indirect speech, the writer gained the data from questionnaires. There are two factors, which cause students make error in making indirect speech: internal and external factor. The recapitulation the factor can be seen in the table below:

Table IV.26
The Recapitulation of factor that caused students makes error
In making indirect speech

No. of items	Options										Amount
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
	F	P	F	P	F	P	F	P	F	P	
1	5	16.66%	2	6.66%	2	6.66%	11	36.66%	10	33.33%	30
2	2	6.66%	4	13.33%	2	6.66%	11	36.66%	11	36.66%	30
3	0	0%	0	0%	14	46.66%	7	23.33%	9	30.00%	30
4	2	6.66%	5	16.66%	3	10.00%	18	60.00%	2	6.66%	30
5	0	0%	5	16.66%	2	6.66%	16	53.33%	7	23.33%	30
6	3	10.00%	15	50.00%	4	13.33%	7	23.33%	1	3.33%	30
7	2	6.66%	3	10.00%	0	0%	17	57.66%	8	26.66%	30
8	3	10.00%	10	33.33%	7	23.33%	6	20.00%	4	13.33%	30
9	2	6.66%	3	10.00%	4	13.33%	15	50.00%	6	20.00%	30
10	1	3.33%	15	50.00%	4	13.33%	9	30.33%	1	3.33%	30
11	2	6.66%	2	6.66%	5	16.66%	18	60.00%	3	10.00%	30
12	1	3.33%	6	20.00%	19	63.33%	3	10.00%	1	3.33%	30
13	9	30.00%	12	40.00%	5	16.66%	3	10.00%	1	3.33%	30
14	2	6.66%	5	16.66%	5	16.66%	15	50.00%	3	10.00%	30
15	1	3.33%	1	3.33%	4	13.33%	12	40.00%	5	16.66%	30
16	1	3.33%	1	3.33%	2	6.66%	4	13.33%	12	40.00%	30
Total	22	5.65%	80	16.65%	37	8.56%	198	45.82%	98	20.37%	480

Based on the recapitulation above, it can be concluded that factors that influence the students' error in making indirect speech at the second year of social program of SMA Muhammadiyahare as described as in the following:

a. Internal factor:

1. The students do not ask the teacher if they don't understand(Table IV 14)
2. The students still have difficulty when changing direct into indirect because they are still confused about tenses, pronoun, and adverb(Table IV 23)
3. The students don't pay attention when the teacher explains material.(Table IV.25).

b. External factor:

1. The condition of the class does not support them to study because noise (Table IV.21)
2. The students' surrounding do not support them in studying English (Table IV.22)

CHAPTER V

CONCLUSION AND SUGGESTION

A Research Conclusion

Based on the conducted research in the previous chapter, the writer draws some conclusion:

The percentage of students' error in making indirect speech in adding conjunction "that" is 36.66%. It means that the students found it easy in making indirect speech in adding conjunction that because the percentage obtained is lower than 40%.

The percentage of students' error in making indirect speech when changing tenses is 46.00% . It indicates that some students got difficulty because the percentages obtained are bigger than 40%. It means the students often made error in making indirect speech of this type.

The percentage students' error in making indirect speech when changing pronoun is 44.66%. It indicates that some students got difficulty because the level difficulty of this type is higher than 40%. It means the students often made error in making indirect speech of this type.

The percentage of students' error in making indirect speech when change adverb of time is 41.33% . It indicates that some students got difficulty because the percentages obtained are bigger than 40%. It means the students often made error in making indirect speech of this type.

Among the errors made by the students, the writer found that making indirect speech when changing tenses, pronoun and adverb of time are the most difficult and making indirect speech in adding conjunction “that” is the easiest one. And the most difficult in making indirect speech when changing tenses.

So, based on the first formulation of the problem “What form are the most often made an error by the students of the second year of SMA Muhamadiyah Pekanbaru?” referring to the data analysis the writer found that the students often made error in making indirect speech when changing tenses.

The factors that cause the students make error in making indirect speech are as follows:

1. Internal factor:

- a. The students do not ask the teacher if they don't understand (Table IV 14)
- b. The students still have difficulty when changing direct into indirect because they still confused about tenses, pronoun, and adverb (Table IV 23)
- c. The students don't pay attention when the teacher explains material. (Table IV.25)

2. External factor:

- a. The condition of the class does not support them to study because noise (Table IV 21)
- b. The students' surrounding do not support them in studying English (Table IV.22)

B. Suggestion

1. The students should have confidence and do not afraid to ask the teacher. And they should have motivation in learning English.
2. The students should review the lesson more in outside school. Read and practice as many times as possible in order to improve their difficulties in changing direct into indirect and ask to the other students or people who know about direct and indirect speech.
3. The teacher should give easy question to students have low ability and give difficult question to students have high ability.
4. The teacher guides the students to make the condition of the class to be conducive to study.

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