

Hak Cipta Diindungi Undang-Undang

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## CHAPTER I

### INTRODUCTION

#### A. The Background of The Problem

As a productive skill, writing is not like speaking skill nor other receptive skills. Writing is the most difficult skill in English, it needs not only a lot of vocabularies in composing paragraph, but also grammatically correctness in order to be comprehensible besides other writing's rules. According to Pratama (2012, p. 1), Writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. Writing has a close relationship with learning process. It is important for every student at each level. By writing, the students can develop and express their ideas, feelings and thoughts.

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 learning English depend very much on English grammar. Meanwhile, English grammar is one of language components which affects the students' performance in all four skills (speaking, reading, listening, and writing).

Grammar has some aspects, one of the aspects is indirect speech, indirect speech is a report on what someone else said or wrote without using

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that person's exact words, it is a line with Sargeant's statement (2007, p. 134) that indirect speech is commonly used to give the exact meaning of a remark or a speech, without necessary using the speaker's exact words. According to Walker & Elswort (2000, p. 115), there are two ways to report what a person has said or thought. They are direct and indirect speech. It is obvious that studying and mastering grammatical structure are necessary in order to be able to change direct speech into indirect speech correctly, so students need to know how to apply 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. Therefore, if the students want to change direct speech into indirect speech, they should master tenses at first, because if the students master about the tense it will be easier for them to write indirect speech sentences.

English grammar is concerned with rules. The students will study about type of sentence, some of them are direct and indirect speech. They find difficulties in interpreting the complex gramar rules, these rules make students confused and at least they make many mistakes or errors. In fact, there are many students who get difficulties in writing indirect speech especially in transforming direct into indirect speech. The students must know the change of tenses, pronoun and expression of time in indirect speech form. There are some errors made by the students in writing indirect speech:

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

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Said the monkey, “because I don’t bring my heart”. (Direct speech)

The monkey said that he did not bring his heart (Indirect speech)

The students’ error answer in indirect speech:

The monkey said that he don’t bring his heart. (Incorrect)

2. Students get difficulty to change pronoun from direct into indirect speech. For example:

“I will cut the chicken for my meal”, said the man. (Direct speech)

The man said that he would cut the chicken for his meal. (Indirect speech).

The students’ error answer in indirect speech:

The man said that the man would cut the chicken for his meal.(Incorrect)

3. Students get difficulty to change expression of time from direct into indirect speech. For example:

Eldest fish said, “the fisherman will return tomorrow and kill us!”.  
(Direct speech)

Eldest fish said that the fisherman will return the next day and kill them.  
(Indirect speech)

The students’ error answer in indirect speech:

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Eldest fish said that the fisherman will return tomorrow and kill us all.  
(Incorrect).

The three examples above are grammatically wrong and they deviate the rule of language system, students find some difficulties and influence their perception.

Madrasah Aliyah Al-Ihsan is one of the senior high schools located in Riau province, Indragiri Hulu regency. Actually, teaching English at Senior High School Madrasah Aliyah Al-Ihsan is based on the SBC (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 is why indirect speech is important to be learned by the students. Because in communication students will give information to other students. The teacher has used good strategies for students in teaching and explaining many kind of tenses. The teacher also taught how to master the tenses and how to make simple sentence especially in writing indirect speech. However, for years and years of learning English students still have a problem with their grammar, students have difficulties in learning grammar especially in mastering tenses. Ideally, the students that have been taught by the teacher are able to use the kind of tenses and the students also know the pattern of tenses that can make the correct direct or indirect sentence.

Based on the interview on November 20, 2016 Although the students of senior high school Madrasah Aliyah Al-Ihsan have studied English and

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been taught direct and indirect speech by English teacher, but in fact, the students are still confused how to make indirect speech sentence perfectly. In short, the phenomena can be depicted as follows:

1. Some students are failed in writing indirect speech, although they have studied about indirect speech.
2. Some of students have studied indirect speech, but they are still confused about the rules.
3. Some of the students can not differentiate the use of indirect speech.
4. Some of students still have same mistakes in writing indirect speech when changing tenses.
5. Some of students still have same mistakes in writing indirect speech when changing personal pronoun.
6. Some of students still have same mistakes in writing indirect speech when changing expression of time.

Based on the phenomena mentioned above, in this research paper the writer is interested in conducting a research about “Students’ Error In Writing Indirect Speech at The Eleventh Grade of Madrasah Aliyah Al-Ihsan Buluh Rampai Indragiri Hulu Regency”.

**B. The Problem**

Referring to the background and the phenomena above, it is clear that most of the student of Madrasah Aliyah Al-Ihsan Buluh Rampai still have difficulties about indirect speech. The difficulties may be caused by their poor background knowledge of grammar.

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**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 students failed in writing indirect speech?
2. Why are some of the students still confused in writing indirect speech although they have studied about indirect speech?
3. Can the students differentiate the use of indirect speech?
4. Why do some of the students still have any mistakes in writing indirect speech when changing tenses?
5. Why do some of the students still have any mistakes in writing indirect speech when changing tenses?
6. Why do some of the students still have any mistakes in writing indirect speech when changing expression of time?

**2. Limitation of The Problem**

Based on the identification of the problem above, it can be seen that this research is still general. There are many errors made by the students when transforming direct speech into indirect speech such as error in changing the tense, pronoun, word order, and adverb. Therefore, to avoid misunderstanding in interpreting the problem, it is necessary for the writer to make a limitation of the problem. The writer limits only to analyze the students' error in using indirect speech on narrative text at Madrasah Aliyah Al-Ihsan Buluh Rampai, Indragiri

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Hulu Regency. In this research, 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 simple present, simple past, present perfect continuous, past perfect continuous, future tenses, conditional sentence).
- 2) The change of pronoun into indirect speech.
- 3) The change of expression of time into indirect speech

### 3. Formulation of the Problem

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

1. What forms of indirect speech are the most often errors made by the students at the eleventh grade of Madrasah Aliyah Al- Ihsan Buluh Rampai Indragiri Hulu Regency?
2. Which dominant factors cause students' error at the eleventh grade of Madrasah Aliyah Al- Ihsan Buluh Rampai in writing indirect speech of indragiri hulu regency?

## C. The Objective and Significance of the Research

### 1. Objective of the research

- 1) To find out the forms of indirect speech that are often errors made by the eleventh grade students of Madrasah Aliyah Al-Ihsan Buluh Rampai Indragiri Hulu regency.

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- 2) To find out the possible causes that make the students' error in writing indirect speech at the eleventh grade of Madrasah Aliyah Al-Ihsan Buluh Rampai Indragiri Hulu regency.

**2. Significance of the research**

- 1) Hopefully, these research findings are able to benefit the writer as a novice researcher learning how to conduct a research.
- 2) These research findings are also expected to be useful and valuable especially for students and teachers of English at the eleventh grade of Madrasah Aliyah to be considerations in their teaching and learning English in the future.
- 3) Besides, this research is also expected to be positive information, especially for those who are aware of teaching and learning English as a foreign or second language.
- 4) Finally, these research findings are also expected to be the practical and theoretical information to the development of the theories on language teaching.

**D. The Reason of Choosing the Tittle**

There are some reasons why the writer is interested in carrying out her research:

1. The tittle of this research is relevant to the writer's status as a student of English Education Department.
2. The problems of this research are not yet investigated by other previous researchers.

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3. The location of the research facilitates the writer in conducting this research.

### **E. The Definition of the Term**

There are so many terms involved in this research. To avoid misunderstanding and misperceptions to the terms used in this research, the following terms are defined as follows:

#### 1. Error

Errors are usually made due to the lack of knowledge. Therefore, the action was wrong because it was different from the rules, model or specific code. An error is deviation from accepted rules of a language made by a learner of a second language. Such errors result from the learner's lack of knowledge of correct rules of the target language. According to Brown (2007, p. 257) differentiates between errors and mistakes. He defines error as a systematic mistake due to lack of language competence, while mistakes refer to performance errors because of a random guess or slip. Error cannot be self-corrected; mistakes can be self-corrected if the deviation is pointed out to the speaker. While, Bartram & Walton in Krisnawati (2013, p. 185) defines errors are caused by the learner trying out something completely new and getting it wrong. From the statement above, the writer can take a point that error is flawed of side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics' system of the target language; it will lead the students to make error consistently.

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## 2. Writing

Writing is one of the important skills in learning a language, as stated by Hagerty (2000, p. 5) that writing takes up the least of our time, it is by far the most complex and difficult language arts skill to master, then Mc Donald (2002, p. 7) also states that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.

## 3. Indirect speech

Indirect speech is commonly used to give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words. Sargeant (2007, p. 134) said that reported speech is to quote somebody's idea or thoughts without exactly repeating the exact word produced by the speaker. Not all of the exact words are used: verb forms and pronoun may change. it is a line with the statement from Thomson and Martinet (1986, p. 269) in indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker exact words.

## 4. Narrative text

Narrative text is the text about events in order that they happend. In other words, you use time order to organise your sentences. Kane (2000, p. 366) mentioned that narrative is a meaningful sequence of events told in words. According to Richards & Schmidt (2010, p. 384), narrative is written or oral account of a real or fictional story. They also mentioned that the purpose of narrative is to tell a story or to entertain. Thus, narrative text

is a text which tells a real or fictional story to entertain readers. Narrative text tells about true story or fiction.



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