CHAPTER II
LITERATURE REVIEW

A. The Theoretical Framework

1. Concept of Error

The learners learn the second and foreign language in the same way, to some extent, as the children acquire their first language. While acquiring their first language, children also make a lot of errors and mistakes. According to Corder in Jabeen (2015:53), errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected.

Errors occur for many reasons. One obvious cause is interference from the native language. The learners may make error because they assume that the target language and their native language are similar. While in fact they are different. They generalize the similarity known as *Overgeneralization.*

Another obvious cause is simply an incomplete knowledge of the target language. The students are asked to produce words or sentence that they have not yet learnt the grammar. Consequently, they made the mistakes. The next common cause of error is the complexity of the target language. For example, English has different tenses to indicate time of happening, such as present, past, future, while Indonesian language does

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not. Therefore, these differences obviously cause many Indonesian learners make error in tenses. Richards (1974, p. 4) said that there are two causes of error, they are:

a. Interlingua errors are error made by the leaners because the characteristic of their native language or mother tongue interfere the language being learned.

b. Interlingua and developmental error are errors which reflect general effort to learn the second language, which show the development of learning techniques.

   Interlingua and develop mental errors are classified into:

   1) Overgeneralization as a deviant structure created by students on the same basic of their experiences of other structure in the target language.

   2) Ignorance of rule restrictions is the failure to observe the restrictions of existing of some structures that it is the application of rules to context where they do not apply.

   3) Incomplete application of rules; type of error in a sentence which 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, interlingua error is caused Overgeneralization, Ignorance of rule restrictions and Incomplete application of rules.

2. Different Error and Mistake

Learning a language is fundamentally process that involves making of mistakes or errors. The mistakes include with vocabulary items, grammatical pattern and sound pattern as well.

There are opinions that have something in common about the meaning of error and mistake. error is mistakes that cannot be self-corrected and mistake is a random guess or slip that can be self-corrected. In line with the statement above, 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. According to Bartram & Walton in Krisnawati (2013, p. 185), Mistakes are caused by the learners not putting into practice something they have learned while errors are caused by the learner trying out something completely new and getting it wrong. Consequently, learners cannot self-correct an error because it is product reflective of the learner's stage of target language development or underlying competence.

In conclusion, mistakes are failure to use language because of slip of the tongue or spelling. This failure is easily corrected by the learner since they conceptually understand the language system. On the other hand, errors are mistakes that students make due to lack of competence they are not able to be self-corrected because they do not know the concept.

3. **Writing**

There are many definitions about writing explained by expert. Writer needs an understanding of the components of a quality test as well knowledge of writing strategies that can be used to shape and organize the writing process. According to Hagerty (2000, p. 5), writing takes up the least of our time, it is by far the most complex and difficult language skill to master, then Mc Donald (2002, p. 7) also states that writing is usefully described as a process, something which shows continous change in time like growth in organic nature. Meanwhile, according to Nunan (2003, p. 89), each candidate will be required to write short English composition, correct in spelling, punctuation, grammar, and expression in which the subject to be taken from such work of standard authors will be announced from the time to time. It means writing is not a simple work in writing, the writer should consider about use of spelling, punctuation, grammar and expression.

From the definition above, the writer can conclude that writing is one of the important skills in learning language, beside listening, speaking, and reading, and reading needs more attention from the students. This skill requires the learners to know, express or to recognize the ideas and thought on how the grammatical form and systematic patterns. Writing is also a way to produce language that comes from thought. By using writing, we can share idea, feeling or anything in mind. It is written on papper or a computer screen. A piece of writing is always possible to review and revise more than one time.

4. Direct Speech and Indirect Speech

a. The differences between direct and indirect speech

Indirect speech (also called reported speech) is used to communicate what someone else said, but without using the exact words. According to Azar (2003, p. 422), reported speech refers to reproducing the idea of another person's words. Not all of the exact words are used: verb forms and pronoun may change.

From the definition above, it can be concluded that reported speech is to quote somebody's idea or thoughts without exactly repeating the exact word produced by the speaker. There are two ways of relating what a person has said: direct and indirect.

b. Direct Speech

Direct speech conveys exactly what someone has said. Richard & Schmidt (2010, p. 173) state In English, the speaker's words may be written between quotation marks.

Example:

She said, "I want to go to the market."

It is also in line with the statement from Woods (2010, p. 174) that quotation marks are used when we quote direct speech. Single quotation marks ('…') are more common in British English, and double quotation marks ("…") in American English. Indirect speech, usually the words quoted are introduced by one of the words say or think. It is put before the quotation. In writing, quotation marks ('…' or "…") are used. In literary

writing, a large number of other verbs are used (to add variety and to give additional information); for example, ask, suggest, recommend, remind, etc.

c. 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 to Thomson and Martinet (1986, p. 269), "indirect speech we give the exact meaning of a remark or a speech, without necessary using the speaker's exact. That can usually be omitted after say or tell + object."

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

In this sentence, quotation mark contains 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.

The tenses, pronoun and other words may be different from the original sentence. According to Swan (1995, p. 501), when turning direct speech into indirect speech, some changes are usually necessary. If the introductory verb which is introduced in indirect speech is a present,

present perfect or future tense, so if someone wants to report the direct speech into indirect speech, the change of tense will not happen. Or the other word, there is no change of tenses if someone reports from direct speech into indirect speech

Example: Paul *says*, "*I'm trying* to get a taxi."

Paul *says he is trying* to get a taxi.

However, based on the statement from Thomson and Martinet (1986, p. 269), if the introductory verb is in the past tense, the tenses of indirect speech have then to be changed into corresponding past tense.

Example:

Table II.1
Example transform direct into indirect speech

Direct Speech	Indirect Speech
He said, *"I work in a bank."*	He *said* (that) *he worked in a bank."*
"Do you know John?"	He *asked* if/whether I *knew* John
He *said, "I love* you."	He *said he loved* me

https://www.scribd.com/document/70634899/Direct-and-Indirect-Speech

From some examples above, it can be seen that, when transform direct into indirect speech, some changes are needed. For example in the first statement:

Direct speech = He said, "*I work in a bank.*"

Indirect speech = He *said* (that) **he** *worked in a bank.*

In conclusion, indirect speech refers to using a noun clause to report what someone said, without necessary using the speaker's exact word and when turning direct into indirect speech, some changes are usually necessary.

d. The Rules in Constructing Indirect Speech

There are three major changes while transforming a direct into indirect speech, they are 1) change of reporting verb, 2) change of personal pronoun 3) change of expression of time. In constructing direct into indirect speech will encounter the changing of tenses, pronoun and expression of time.

1. The change of tenses in indirect speech

Table II.2
Change of tenses in indirect speech

Direct Speech	Indirect Speech
Simple present "I never eat meat," he explained	Simple past he explained that he never ate meat
Present continuous "I'm waiting for Ann," he said	Past continuous he said (that) he was waiting for Ann
Present perfect "I have found a flat," he said	Past perfect he said (that) he had found a flat
Present perfect continous He said, "I've been waiting for ages"	Past perfect continous he said he had been waiting for ages
Simple past "I took it home with me." She said	Past perfect She said she had taken it home with her
Future He said, "I will/shall be in Paris on Monday"	Conditional He said he would be in Paris on Monday
Future continuous "I will/ shall be using the car myself on the 24th," she said	Conditional continous Se said she'd be using the car herself on 24th
But note, conditional I said, " I would/should like to see it"	Conditional I said I would/should like to see it. (No tense shange)

Thomson and Martinet (1986, p. 270)

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	They
My	His /Her
Our	Their
Your	My

https://antoichiro.wordpress.com/2013/06/14/reported-speech/

For example:

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

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

3. The change of expression of time in indirect speech

Table II.4
Change of expression of time in indirect speech

Direct Speech	Indirect Speech
Today	That day
Yesterday	The day before
Tomorrow	The next 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, p. 146)

e. The uses of indirect speech

Dhanny R. Cyssco (2002, p. 145) says that the types of indirect speech are: statement, question words and command. Based on the statement above, it can be concluded that the types of indirect speech can be categorized into four types, they are:

1. Statement form

Basic rule

a. The reporting verb 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**

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

Example:

D : Herry says, " we are late again."

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

d. If the reporting verb in simple past tense (said, told, asked), reported word in indirect speech will be change of tense, adverb, adverbial phrase. Dhanny R. Cyssco (2002, p. 145)

Example :

D : Johnny said, "I have finis repairing your motorcycle."

I : Johnny said that he had finished repairing my motorcycle.

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.

   Example: He ordered his friend to go away

2. Command which means to remind or order. The reporting verbs usually used are: advice, warn, remind, invite and encourage.

   Example: She warned to keep my weight.

3. Command which means to request. The reporting verb used is ask.

   Example: John asked me to teach him how to use smartphone.

4. Commands which means to beg. The reporting verb used is forbid.

   Example: He begged his friend to forgive him.

5. Command which means to prohibit. The reporting verb use is forbid.

   Example: He forbade me to take a picture.

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

Direct : Luna ordered me, "please wait for me!."

Indirect : Luna 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 shampoo!."

Indirect : ita said to me **not to** use her shampoo.

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 : John said, "**where** do you take an English course?"

      I : John asked (where) I take an English course.

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

      Dave asked, "Where do you drink the coffee today?"

      Dave asked me where I drank the coffee that day.

4. Yes/No question form

Whether of **if** will be used in indirect question if the direct question needs answer yes/no or direct questions have no question word. Example:

D : "**do** you study English?" he said.

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

f. Narrative Text

Narrative text is the text about events in order that they happend. In other words, time is used in order to organise the 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.

Based on the definition above, it can be concluded that narrative text is a kind of text that tells about events in past time and it purposes to entertain the readers. In this research, the students will write the text based on narrative text from direct into indirect speech sentences. The example of narrative text is as follows:

Monkey and Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top. Unluckly, the crocodile was very hungry, he stoped in the middle of the river and said to the monkey, "My father is very sick since last year. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank." The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "where is your heart?" asked the crocodile. "You are foolish", said the monkey to the crocodile. "now I am free and I have my heart".

http://mudztova.blogspot.co.id/2011/05/narrative-text-monkey-and-crocodile.html

There are some aspects in narrative text that should be known by readers. In term of generic structure of narrative text can be analyzed as follows:

a. **Orientation**

In term of orientation, this stage sets the scene and introduces the participants involved of the story such as characters, time and place. Hence, orientation provides the introduction of the characters, time and place involved of a story.

b. Complication

Complication refers to the problem appeared and developed in a story.

c. Resolution

In term of resolution, it refers to the problem or the complication is resolved or attempted to be clear. In other words, the characters find out the solution of the problem happened.

Then, the narrative also can be identified with some language features below:

a. Use action verbs

Action verbs are verbs showing the performance of an action. They are dynamic verbs showing something happening. Say for examples: walk, run, take, go, jump, swim and so forth.

b. Use of temporal conjunctions

Temporal conjunction is a type of word that is used to connect words or classes of words and it related in time. For example: after, as soon as, before, finally, since, while etc.

c. Use past tense

The simple past indicates that an activity or situation began and ended at a particular time in the past

g. Factor that Cause Students' Error in Writing Indirect Speech

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language in school. However, there are other crucial factor influencing success that are largely beyond the control of the learner. These factors can be categorized as internal and external. According to Djaali (2011, p. 99), the influential factors in learning are:

1. Internal Factors

   a. Health

      When People are always sick resulting in not passionate about learning and psychologically they often suffer from disfiguring thoughts and feelings of conflict. Harles EBasch (2011, p. 593) said that particular health problems play a major role in limiting the motivation and ability to learn. It means that when students have good health they will have good passionate in learning. So, health plays as a major of ability to learn.

   b. Intelligence

      The success of students in their learning is influenced by intelligence factor. Intelligence is defined and measured in terms of linguistic. Mueller & Dweck (1998, p. 33) suggested that intelligence may lead children to adopt a performance goal orientation toward their achievement. It can be concluded that intelligence can influence students' success.

c. Interest and Motivation

Students who have low motivation in learning will make their achievement low because motivation is an essential factor to make teaching and learning process more effective and efficient. Motivation is one of the most important factors in second language acquisition. It is obvious that learners who want to learn are likely to achieve more than those who do not. Harackiewicz & Hulleman (2010, p. 43) write that Interest is often thought of as a process that contributes to learning and achievement.

d. Learning style

Learning styles are as the characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Students' learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience. According to Komarraju, Karau, Schmeck, & Avdic (2011, p. 472), learning styles are both likely to play significant roles in influencing academic achieve-ment.

2. External factor

a. Parents

Family situation affects the success of children in the family. Parental education, economic status, residence, percentage of parents

relationship, words and parental guidance affect the achievement of child learning outcomes. Mcneal (2014, p. 564) said that parents involvement effect on academic achievement of the student. It can be concluded a positive effects between family income level and academic performance of the student.

b. Social

If in the vicinity of the state of society consist of educated people, especially their children are high school and good moral, it will encourage children to study harder. Commonly students social environment are at school and at home, as supported by Parcel & Dufur (2001, p. 884) that social capital associated with schools most directly refers to bonds between parents and schools that can facilitate educational outcomes.

c. Environment

School achievement, which complete equipment, facilities and added by good way in learning will make student easier in learning process. The environment in which opportunities take place also affects language learning. A supportive environment effects directly to learners' language competency. According to Parcel & Dufur (2001, p. 885), environment is a form of social capital that can enhance children's learning, school environments reflect the social ties and interactive styles embedded in the schools, also enhancing learning. For instance, school

environment is important to learners when they are supported from their parents with careful attention.

B. The Relevant Research

Reviewing some previous researches conducted by other researchers is intended to keep the originality of previous research. According to Syafi'i (2015, p. 103), relevant research is intended to avoid the plagiarism toward the design and the findings of the previous researchers. Talking about indirect speech, there are a lot of investigations that have been done by many researchers. They researched in various object and in different ways. The following are some relevant researches in reference to this research project.

Zelly Putriani (2011) conducted a research entittled the correlation between reported speech mastery and speaking ability of the second year students of SMKN 1 Pekanbaru. This research was a correlational research. The instruments used in this research were tests. The population in this research was 85 students, and for due several reasons, only 76 students were taken as the sample. The technique of collecting the data was product moment. She found that reported speech mastery's influence in speaking ability was 26.73%, it means that speaking ability of second year students of SMKN 1 Pekanbaru was determined by their mastery in reported speech. Than, the other 73.27 % was influenced by other factors.

Beside that, Muhibut Tebri (2010) conducted a research entittled the students' mastery on statement, command and question of direct and indirect speech at Madrasah Aliyah Islamic Center Alhidayah Kampar. This

research was a descriptive research that had one variable. In this research, the writer focused on students' mastery on statement, command and question of direct and indirect speech. The technique of data collection used test and interview. The sample of the research was 50 students. Based on the result of data analysis, he found that most of students of Madrasah Aliyah Islamic Center Alhidayah Kampar couldn't master statement, command, and question if direct and indirect speech with percentage were statement 42.40%, command 45.24%, and question 33.06%. the factors that cause that they cannot master statement, command, and question of direct and indirect speech are such as: internal factors: students' concentration, limited time, students' knowledge etc.

C. The 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 eas in analysing the problems. The writer establishes some indicators based on Thomson and Martinet (1986, p. 269) in this case as follows:

1. The students make some errors in writing indirect speech when changing tenses

2. The students make some errors in writing indirect speech when changing pronoun

3. The students make some errors in writing indirect speech when changing expression of time.