GRAMMATICAL ERROR ANALYSIS IN STUDENTS’ REPORTED SPEECH
(The Case of the Eleventh Grade Students of SMA Negeri Gondangrejo Karanganyar in 2010/2011 Academic Year)

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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PRONOUNCEMENT

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Surakarta, 12 August 2012

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ABSTRACT


The objectives of the research are: (1) to describe the errors varieties in constructing reported speech of eleventh grade students in SMA Negeri Gondangrejo Karanganyar. (2) to find out the highest error frequency students made in constructing reported speech. (3) to describe the factors influencing the students’ error in constructing reported speech.

The research uses a descriptive quantitative method. The population comes from the eleventh grade students of SMA Negeri Gondangrejo with the total number of 228 students. Meanwhile, the total number of the sample is 79 students. The sample is taken by using purposive sampling. The research is conducted through two stages. In the first stage, there is a try-out test given to the XI IPA 2 students in February 26, 2011. Thirty-two students attend the try-out test and answer the 55 items essay test. The outcome of the try-out test produces 15 items invalid data and 35 items valid data. Thus, the 35 valid data is used as a final or real test by the entire samples, that is, 79 students. The final or real test is conducted in April 7, 2011. The research uses 79 students to analyze the grammatical error in students’ reported speech. Then, the researcher analyzes the data through error analysis procedure: identifying errors, calculating errors into percentage, describing and classifying them into types of errors, explaining them based on the error sources, and evaluating them into the correct rule.

The research finding of the thesis shows that: (1) there are five error classifications (misformation, addition, misordering, omission, and combination error); (2) there are two sources of error (interlingual and intralingual error); (3) the total of error classification is 2,897; (4) the error’s frequency on each classification is 1.66 percent of addition error, 1.07 percent of misordering error, 50.5 percent of misformation error, 1.97 percent of omission error, and 44.48 percent of combination error; (5) the total of the sources of error is 2,178; (6) the frequency on intralingual error is 97.15 percent and 2.85 percent of interlingual error; (6) the connector addition belongs to the highest error in addition error (60.42 percent); (7) the misformation of tense belongs to the highest frequency of the misformation error (17.7 percent); the past tense belongs to the highest frequency of misformation error (50.96 percent). (8) omission of connector belongs to the highest frequency of error (28.08 percent) in omission error classification.

The researcher concludes that the most students still find difficulty in forming the exact structure of the tense, especially the past tense. It happened because in constructing the reported speech, the students have to back shift the tense of the reported clause. Meanwhile, the most dominant source or factor influencing the student’s error comes from the structure of the target language, namely intralingual error. The mother tongue has only a little influence.
THE APPROVAL OF THE CONSULTANTS

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MOTTO

“I am not alone because Allah SWT loves me”
DEDICATION

The writer dedicates the thesis to:

His sweetheart mother and father

His new family in orphanage

KG 2009

And

All his best friends

commit to user
ACKNOWLEDGEMENT

Alhamdulillahirabbil’alamin, finally the writer can complete the thesis. Thanks to Allah SWT for Your blessing and love. The writer can not complete this thesis without You. Then, in this special opportunity, the writer would like to convey his gratitude and appreciation that come from the bottom of his heart to the following:

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The writer realizes that this thesis is not fully perfect. Therefore, the writer kindly wants to receive any suggestion from the reader. Hopefully, the writer may give construbition to the English education through this thesis.

Surakarta, July 2012

Eko Wahyudi
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LIST OF ABBREVIATION

EA : Error Analysis
CA : Contrastive Analysis
SLA : Second Language Acquisition
L1 : Language 1
L2 : Language 2
DS : Direct Speech
RS : Reported Speech
AE : Addition Error
OE : Omission Error
MFE : Misformation Error
MORE : Misordering Error
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CHAPTER I

INTRODUCTION

A. Background of the Study

Government through the Ministry of Education and Culture, which is now well-known as the Ministry of National Education, establishes English as the first foreign language taught in all high schools in Indonesia. Unfortunately, the outcome of the English teaching is not always consistent with the expectations. People often get the discrepancies or errors in students’ English writing or speaking. From this reason, an error analysis is needed. By conducting error analysis, people can get feedback to make better in the future and also to get students’ linguistic competence as stated in the competence standard (standar kompetensi) of English study.

Based on the content of curriculum 2004 (2003: 6), communicative competence model which is popularized by Celce Murcia et al is brought as one of the basic principles in creating standard competence (kompetensi dasar), competence standard (standar kompetensi), and indicator (indikator) in the curriculum of English study. Moreover, this curriculum requires that communicative competence can be achieved if the students are able to master one of the supporting competences, namely linguistic competence. In this case, one of the linguistic competences to master is grammatical structure. In relation to the mastering of English grammatical structure, the Ministry of National Education (2003: 11) describes it as follows.

Sering ada anggapan berbahasa secara komunikatif tidak perlu terlalu memperhatikan tatanan bahasa. Akan tetapi sering kurang disadari bahwa kelalaian bertata bahasa menimbulkan banyak miskomunikasi ... kurikulum ini kembali menekankan perlunya penguasaan tata bahasa karena tujuan pembelajaran di sekolah menengah adalah menyiapkan lulusan untuk masuk ke perguruan tinggi. Belajar bahasa Inggris di SMA adalah untuk belajar dalam...
konteks penggunaan bahasa yang serius. Targetnya adalah memberikan kemampuan berbahasa Inggris yang berterima di tingkat Internasional.

The description above implies that the use of correct grammar is highly recommended. It leads the students to construct sentences which are grammatically correct to convey their message, so the listeners or readers can understand what students mean in their speech or writing. Therefore, based on those reasons, the Ministry of National Education has a responsibility to include the aspect of grammatical structure in the curriculum since it is the core of the skills in mastering English.

Related to the mastering of English, the fact shows that one of the biggest obstacles in mastering the foreign language (in this research, the foreign language is English or L2) is the interference with the native language (in this research, the native language is Indonesian or L1). Although the teacher has the students construct English sentences both orally or written as well as the native speakers do, it is still often found that they construct it with the basic rule of Indonesian. This case will always obstruct the mastering of English and influence the English grammatical structure that they construct.

The researcher has found similar problem faced by the students, that is, problem about grammar in indirect speech or reported speech. This problem was recognized during the researcher’s apprenticeship (Program Pengalaman Lapangan) in SMA Negeri Gondangrejo Karanganyar which started from August, 1st, 2010. The problem with reported speech was identified in eleventh grade students. The reported speech that they studied belongs to the one of the language features in narrative text. Actually, the study of reported speech had been learned by them in the tenth grade, but the errors were still severe. There were errors varieties in the construction of reported speech which is made by them. Constructing reported speech seems complicated since there are some rules which must be followed. The researcher
provides an example of the construction of reported speech that contains some errors as follows

1. Tina asked Rudi, “Did you go to the movie yesterday?” (Direct Speech)
2. Tina asked Rudi whether yes or not you went to the movie yesterday. (Reported Speech)

Based on the utterance comes from number two of reported speech above, it can be analyzed that there is an interference coming from the Indonesian’s structure. If we observe it in more detail, the initial utterance of the reported speech in Indonesia is Tina bertanya kepada Rudi apakah iya atau tidak kamu pergi ke bioskop kemarin. It is obvious that this sentence is incorrect since the student does not apply the rule of grammatical structure of reported speech in English correctly. When people observe the kinds of errors on it deeply, they can find the addition error of yes or not. Then, the use of you as the subject pronoun is also incorrect. It should be changed into he that represents Rudi as the subject or doer. Besides, the student also made error in applying the tense. Since the reporting verb or introductory sentence (Tina asked Rudi) is simple past tense, the simple past tense in reported clause should be back shifted into past perfect tense (subject + had + verb3) in the reported speech. The next error is about the time marker. The time marker of yesterday should be changed into the day before or the previous day. In order to make a sense and acceptable the meaning of this utterance, the incorrect reported speech should be revised as following

1. Tina asked Rudi whether he had gone to the movie the day before.
2. Tina asked Rudi whether he had gone to the movie the previous day.
3. Tina asked Rudi if he had gone to the movie the day before.
4. Tina asked Rudi if he had gone to the movie the previous day.

An error reflects the students’ difficulty in learning English grammatical structure. Corder in Ellis (1994: 51) says that an error takes place when the deviation arises as a result of lack of knowledge. It has response a lack of competence. Learners
make error since they have not understood the target language system. Learners cannot correct their error because it is a product reflecting their current phase of second language development. Further, error is a failure relating to the learners’ competence. It happened since the learners have lack of knowledge of the English grammatical structure.

Strevens in Richards (1984: 4) says that error should not be considered as a problem that must be avoided but as a normal feature that indicates the strategy used by language learners. He adds that the errors can be used as evidence rather than as a failure. Error becomes a reference of success and achievement in learning language. Further, it implies that error analysis is significant for both learners and teachers. For learners, error analysis is required by them to recognize the aspect of grammar which is perceived as difficult one, so they can correct their errors in order to reach the best achievement in learning a language. whereas for teachers, by knowing the errors made by the learners, they can improve the way they teach. On the other words, error is significant for teachers as an evaluation instrument in teaching English. Error Analysis should not be ignored in teaching and learning foreign language.

From these reasons above, the writer is interested to conduct a research, entitled “Grammatical Error Analysis in Students’ Reported Speech (The Case of the Eleventh Grade Students of SMA Negeri Gondangrejo Karanganyar in 2010/2011 Academic Year.” The writer wants to know their ability in constructing the reported speech and the kinds of error they yielded. The result of this error analysis will be significant in attempting to reduce the difficulties faced by the students in learning English grammar, particularly the reported speech.


B. Problem Limitation

Reviewing the result of the validity, the researcher finds errors in the students’ utterance of the reported speech. Then, because the researcher has very limited time to do the research, he would like to focus the discussion on the errors of the grammatical structure of reported speech as stated in the syllabus into some parts as follows:

1. Types of the English reported speech are limited into six categories:
   a. reporting imperatives/commands
   b. reporting statements
   c. reporting prohibition
   d. reporting pronominal/wh questions
   e. reporting interrogative/yes-no questions
   f. reported speech with modal

2. The kinds of tenses in the reported speech are divided into five categories:
   a. past perfect tense
   b. past continuous Tense
   c. past future tense
   d. past tense
   e. past perfect continuous tense

3. The personal pronouns indicator in the discussion of the reported speech here are divided into three categories:
   a. subject pronoun:
      1) first person singular: I
      2) first person plural: we
      3) third person singular human male: he
      4) third person singular human female: she
5) third person plural: they

b. Object Pronoun:
   1) first person singular human: me
   2) third person singular human female: her
   3) third person plural human: them

c. Possessive Adjectives
   1) first person singular: my
   2) third person singular human male: his
   3) third person singular human female: her
   4) third person plural: their

4. The verb, in this discussion, is limited to:
   a. regular verb
   b. irregular verb
   c. the verb of “be” as the main verb in simple past, past continuous, and past perfect continuous tense
   d. the verb of “have” as the auxiliary verb in past perfect and past perfect continuous tense

5. The adverb in the reported speech is also limited as follows:
   a. adverb of time:
      1) that night
      2) at that time/ then
      3) the previous ...
      4) the following ...
      5) …after
      6) … before
   b. adverb of place: there

6. Demonstrative pronoun:
   a. that
   b. those
C. Problem Statement

For reaching the objectives of the study, the writer formulates the problems that are going to be discussed later, as follows:

1. What types of errors are made by the students when constructing the reported speech?
2. What is the highest error frequency students made in constructing the reported speech?
3. What are the factors influencing errors of reported speech of the eleventh grade students of SMA Negeri Gondangrejo Karanganyar?

D. Objectives of the Study

Based on the problem statements above, the researcher intends to:

1. To describe the errors varieties in constructing reported speech of the eleventh grade students in SMA Negeri Gondangrejo Karanganyar.
2. To find out the highest error frequency students made in constructing the reported speech.
3. To describe the factors influencing the students’ error in constructing the reported speech.

E. Benefits of the Study

The benefits of the study are as follows:

1. This research helps the teacher:
   a. Understanding the description of the students’ grammatical competence, especially in constructing the reported speech.
   b. Making improvement and development in teaching English grammar, especially the reported speech.
c. Providing description about the factors which influence the students’ errors in constructing the reported speech, so that the teachers give more exercise as much as possible according to the problems faced by the students.

2. This research helps the students to make improvement in mastering English grammar of reported speech. They can recognize, avoid, and reduce the errors varieties they did in the past.
CHAPTER II
REVIEW OF THE RELATED THEORIES

A. Language Error

Tarigan (1988: 270) conveys that yielding a failure is natural. People who want to learn are creatures who realize the flaws in themselves. To get the correctness, people have to dare in making a failure. In Indonesian people’s daily life, we often hear idioms related to the failure, such as “manusia bersifat salah; kalau takut berbuat salah takkan bisa berbuat benar; berbuat salah adalah manusiawi; jangan mencari-cari kesalahan, kalau bertemu perbaiki segera; kesalahan itu adalah kembang belajar; berawal dengan kesalahan, berakhir dengan kebenaran.” The main idea from those idioms is that failure is received as a means to make better in the future. Then, if people figure out those idioms well, they are in harmony with the Dulay’s utterance, that is, “you can’t learn without goofing”. Hence, people say that yielding failure is fair in learning a second language, even the case in this discussion is the language system between L1 and L2 is different. Hence, from this reason, the presence of error analysis is needed for handling this matter.

In order to be able for analyzing the students’ error properly, it is urgent to the researcher for distinguishing the two terms between error and mistake in Second Language Acquisition (SLA). Therefore, those differentiations are significant for avoiding the vague in doing this research.

1. Error

Richards et al (2002: 195) reveal that error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected. Meanwhile, According to Nababan (1993: 133), the definition of error is as follows
“Kesalahan” ialah apa yang diucapkan oleh seorang penutur bahasa target yang tidak sadar bahwa ia membuat kesalahan, sehingga ia tidak dapat memperbaikinya sendiri dengan segera. Setiap kali kata atau istilah tertentu itu digunakannya dalam percakapan/ karangannya, kesalahan yang sama akan diperbuatnya, karena ia mungkin tidak mengetahui aturan tata bahasa tentang hal itu dengan baik.

The definition above implies that error arises because the learner of L2 does not realize the faulty that he/ she made, so that he/ she can not revise it as soon as possible. Consequently, error always still comes up every time the language learner practices it in the form of writing or speech. It happened since the learner of L2 does not master the rule of language system of the L2.

The description related to the term of error above is supported by Corder in Ellis (1994: 51) who conveys that error takes place when the deviation as a result of “lack of knowledge”. L2 learners make error because they do not understand the system or rule of the target language toughly. They can not correct it since it is a product reflection of their current stage of second language development or underlying competence. Moreover, Ellis (1994: 151) states that error can be identified as a deviation from the norms of the target language. L2 learners are not alone in making errors. Children who learn their first language (L1) also make errors. The scenario of this case can be illustrated in this example: the English learners of Indonesian can speak Saya ke sekolah tadi pagi in their mother tongue, but in English which is learned as the target language, they can not say *I to school this morning because if it happened, the native speaker of the target language can not understand the meaning of their utterance. It is an ambiguous utterance. This utterance needs a verb to make clear the message that will be conveyed; so that, it should be revised into I went to school this morning that indicated a past activity. This case of error happened because the learners of L2 do not understand or master the English’s system.

From those descriptions above, it can be concluded that error is a failure refers to the student’s competence. Error may arise because the learner of L2 does not recognize or understand the language system or the language rule appropriately.
The distinctive feature related to the error is that the learner is not able to self-correct.

2. Mistake

According to Brown (2000: 217), a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to harness a known system properly. In both native and second language situations, it can not be avoided that entire people make mistakes. Native speakers normally can recognize and correct such lapses or mistakes, which are not the outcome of the weakness in competence but the outcome of some sort of temporary breakdown or imperfection in the process of producing speech. In addition, these hesitations slip of the tongue, random ungrammaticalities, and other performance lapses in native speaker production also happen in second language speech. Moreover, a mistake can be self-corrected when the learners pay attention deeply on it.

On the other hand, Richards (2002: 184) conveys that mistake is made by a learner when writing or speaking and which is caused by a lack of attention, fatigue carelessness or some other aspects of performance. He also conveys that mistakes can be self-corrected when attention is called.

Nababan (1993: 131) strengthens the term of mistake as a learner’s performance relates to the inadvertence. It is a learner’s unawareness in applying the language system that they have known before. A mistake occurs when factors such as, fatigue and inattention or unawareness influence the learner. In addition, the learners recognize their own mistake, so that they can revise it correctly.

If we integrate the essence of the explanation above, we can say that mistake may occur in the students’ writing or speech when the factors such as, lack of attention, fatigue, carelessness, unawareness or other aspects of performance affects the learner in learning the target language. A mistake can be easily self-corrected by them if they pay attention on it seriously because they have known the language system before.

To simplify the term between error and mistake, Ellis in Erdogan (2005: 263) suggests two ways. The first one is to check the consistency of learner’s performance. If he/she sometimes uses the correct form and sometimes the wrong
one, it is a mistake. However, if he/she always uses it incorrectly, it is then an error. The second way is to ask the learner to try the correct his/her own deviant utterance. Where he/she is unable to, the deviations are errors; where he/she is successful, they are mistakes. Hence, the study core of the research solely focuses on the term of error, not a mistake because mistake is inconsistent, it occurs temporally.

B. Contrastive Analysis and Error Analysis

1. Contrastive Analysis

According to James (1982: 3) Contrastive Analysis (CA) is always concerned with a pair of languages and founded the assumption that languages can be compared. Richards (1992: 130) emphasizes that CA is the comparison of the linguistic systems of two languages, for example the sound system or the grammatical system. Brown (2000: 208) strengthens those arguments by claiming that the principal barrier to second language acquisition is the interference of the first language system to the second language system. Furthermore, Ellis (1992: 48) says that CA looked at only the learner’s native and target language (i.e fully-formed languages). Meanwhile, Lado in Kebbe (2004: 2) reveals that the elements which are similar to the learner’s native language will be cushy for him (positive transfer), whereas those different elements will be severe (negative transfer). On the other words, it can be concluded that the second language acquisition can be affected by the L1 transfers.

Moreover, Kebbe (2004: 2) gives more description related to the significant of the CA, that is, L2 instructional materials could be prepared more efficiently by comparing two languages, and, in the process, the learners’ behaviors and difficulties could be predicted. Some researchers even assured that when similarities and dissimilarities were taken into account, pedagogy could be beneficial and more effective.

Unfortunately, this theory got criticism from many linguists who considered the contrastive analysis’s theory as the backward one because the hypothesis merely regards the cause of language errors is the only differentiation of language
system between L1 and L2, whereas the fact shows that the difficulty in learning a language not only faced by the learners who are studying L2 but also they who are studying L1. Furthermore, when CA just dawned in the 1970’s, it was being discredited anymore, its theory bubble began to burst and then the presence of the Error Analysis becomes an alternative.

Based on the description above, it can be concluded that the presence of Contrastive Analysis’s theory is boggled by the linguists because its hypothesis merely focuses on the case of interference coming from L1 to L2, whereas the theory of Error Analysis is brought as the second option to conduct a linguistic research because EA provided a methodology for investigating learner language. For this reason EA belongs to an appropriate starting point for the study of learner language and L2 acquisition. To get more study of Error Analysis, the researcher is going to briefly describe it below.

2. Error Analysis

According to Ellis (1994: 47-48) error analysis (EA) refers to a study of errors. In line with the previous statement, Richards (1992: 84) defines error analysis as a study and analysis of the errors made by second language learners. Furthermore, EA may be carried out in order to: find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning as an aid in teaching or in the preparation of teaching materials.

Corder in Brown (2000: 217) notes that a learner’s errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language. On the other words, this term of Error Analysis that has been described before merely focuses on its merit.

On the other hand, Bussmann (1996: 153) reveals that in second language acquisition, Error Analysis studies the types and causes of linguistic errors. This sometimes includes the evaluation and correction of errors. In addition, he emphasizes that error analysis also studies errors made by native speakers without speech disorders and investigates errors in normal speech.
Corder in Ellis (1994: 48) mentions the steps in conducting an Error Analysis as following:

a. **Collection of a sample of learner language**
   Deciding what samples of language learner to be used for the analysis and how to collect these samples.

b. **Identification of errors**
   Identifying the errors by underlying the error that made by the learners.

c. **Description of errors**
   It involves a comparison of the students’ idiosyncratic utterances with a reconstruction of those utterances in the target languages and it needs attention to the surface properties of the students’ utterances.

d. **Explanation of errors**
   Explaining the errors by establishing the error source and calculating how often the errors appear.

e. **Evaluation of errors**
   Evaluating the errors step involves labelizing the errors and draw the conclusion.

From these descriptions above, the conclusion related to the error analysis can be drawn, that is, error analysis that belongs to the study of errors in linguistic provides some benefits to the language learner and researcher. To conduct a study of error analysis, the researcher has to also follow the steps or procedures in order to reach the objectives that he/she wants.
C. Sources of Errors

The language error can be affected by the interference factor coming from the first language (L1) into second language (L2) being learned. This interference occurs in every form of language. In other way, the factor of transfer can also influence the language error, especially in learning second language (L2). There are two kinds of transfer that influence the language error, that is, positive transfer and negative transfer. Positive transfer refers to the similarities between first and second language, meanwhile negative transfer refers to the dissimilarities between first and second language. The negative transfer often obstructs the learner in learning the second language.

The presence of source errors is significant to the researcher for investigating how language error may occur. Some linguists have declared their views related to the cause of language error.

1. Interlingual Transfer

Richards in Erdogan (2005: 263) conveys that an interlingual error is as the result of language transfer, which is caused by the learner’s first language. However, this should not be confused with behaviouristic approach of language transfer. Error Analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical, and lexica-semantic elements of the native language into the target language. From this clarification, it can be concluded that interlingual error refers to the second language error that reflects the first language structure. For example: an Indonesian learner who is just studying English says *She walk to campus every morning (equivalent in: Dia berjalan ke kampus setiap pagi) instead of She walks to campus every morning, or when the learner says *Where she walk? (equivalent in: Kemana dia berjalan) Instead of Where does she walk? Because in the Indonesian grammatical structure, there is no auxiliary verb “do” or “does” as in English.
2. Intralingual Transfers

In the case of the intralingual transfer, intralingual errors are the outcome from faulty or partial learning of the target language rather than language transfer. Brown (2000: 224) conveys that once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalization within the target language-is manifested. This of course follows logically from the tenets of learning theory. As learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target itself.

On the other views, Richards (2002: 267-268) in his book entitled Dictionary of Language Teaching and Applied Linguistic reveals that intralingual errors may be caused by the influence of one target language item upon another. Richard in Ellis (1994: 59) classifies the intralingual transfer into four categories:

a. Overgeneralization error

Overgeneralization error occurs when the learner creates a deviant structure on the basis of other structures in the target language. For example, as stated by Erdogan (2005: 265) when learners try to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say *He is comes here, it is because the singularity of the third person requires “is” in present continuous and “-s” at the end of a verb in simple present tense.

b. Ignorance of rule restrictions

It involves the application of rules to contexts where they do not apply. For example: *He asked to me is acquired from the analogy of He said to me

c. Incomplete application of rules

It involves a failure to fully develop a structure. For example, the learner of L2 English often uses declarative order in questions such as in *You like to sing? Instead of Do you like to sing?
d. False concepts hypothesized

It occurs when the learner does not fully comprehend a distinction in the target language. For example, the use of “was” as a marker of past tense in *One day it was happened.*

From the clarification related to the term of intralingual transfer above, it can be drawn the conclusion that intralingual errors occur as a result of learners’ effort to build up concepts and hypotheses about the target language from their limited experience with it. Overgeneralization error, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized underlie the terminology of intralingual transfer as one of the sources of error in the learning second language acquisition (SLA).

3. Context of Learning

Brown (2000: 226) states that context here refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning.

In the classroom context, a teacher or textbook often can lead the learners to make errors because misleading explanation from the teacher or fault presentation of structure or word in a textbook. Meanwhile, in the social context, untutored language acquisition can bring about the certain dialect acquisition that may become a source of error.

From the description above, it can be concluded that the context social situation (untutored L2 learning) and the context of classroom (teacher and materials) contribute big problem in yielding students’ language error.

4. Communication Strategy

Richards (2002: 89) says that communication strategy is a way used to express a meaning in second or foreign language, by a learner who has a limited command of the language. In trying to communicate, a learner may have to make up for a lack of knowledge of grammar or vocabulary. For example the learner can not say *It’s against the law to park here* and so he/ she may say *This, place cannot park.* If this illustration is analyzed deeply, we can conclude that the way in
paraphrasing of difficult sentence characterizes the communication strategy of L2 learners.

From the explanation that is clarified by linguists above, we can draw conclusion that there are four sources of errors underlying the problem in learning second or foreign language, that is, interlingual transfer, intralingual transfer, context of learning, and communication strategy. These sources of errors are significant to the researcher to be used for investigating about why the L2 learners yield error.

D. Error Classification

According to Tarigan (1988: 279), the error classification can be categorized into the surface strategy taxonomy that focuses on the change of surface structure. Ellis (1994: 56) also supports Tarigan’s statements. In this case, the learner may omit necessary item or add unnecessary item, he/ she may miss form items or disorder them. On the other hand, Tarigan also clarifies the other error classification, such as linguistic category-based taxonomy, comparative taxonomy, and communicative effect taxonomy. However, in this chapter, the researcher does not clarify those three terminologies in more detail because he merely uses the surface strategy taxonomy as the instrument to classify the students’ error in constructing the reported speech. The explanation related to the surface strategy taxonomies’ categories is discussed below

1. Omission

The absence of an item that must appear in a well-formed utterance or sentence characterizes the terminology of the omission in the surface strategy taxonomy.

For example:

a. *I _ studying English right now instead of I am studying English right now.

b. * _ is a book instead of It is a book.

c. *She__sleeping instead of She is sleeping.
2. **Addition**

Addition is characterized by the presence of an item that must not appear in a well-formed utterance or sentence. Addition errors usually happen in the current stages of second language acquisition or when the learner has acquired some rules of the target language. There are three types of addition errors: double marking, regularization, and simple addition.

a. **Double Marking**

In this case, the failure to delete certain items which are not required in some linguistic construction characterizes the double marking in addition errors. For example:

1) *We didn’t went there* instead of *we didn’t go there*
2) *He doesn’t knows your name* instead of *he doesn’t know your name*

b. **Regularization**

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. However, in most languages, some members of a class are exceptions to the rule. For example:

1) The verb *come* does not change into *comed* in the past tense but it should be *went*
2) The noun *child* does not change into *childs* but it should be stay the same that indicates the form of plural

c. **Simple Addition**

Simple addition is a kind of addition error which is different from both previous addition errors. Dulay (1982: 158) says that simple addition is the grab bag sub category of addition. If an addition error is neither a double marking nor regularization, it is called a simple addition. For example:

*The birds doesn’t live in the water* instead of *The birds don’t live in the water*
3. Misformation

Misformation is characterized by the incorrect morpheme or the incorrect structure.

As in the case of addition error, misformation error has also some subcategories:

a. Regularization

In this case, the regularization is a kind of regular form that is used due to the learner can not yield the exceptional form. For example:

1) *hisself instead of himself
2) *falled instead of fell

b. Archi-forms

The selection of one number of a class of forms to represent other in the class is a common feature of archi-forms errors. In this case, the selecting just one of the English demonstrative adjectives: this, that, these, and those are like in this phrase below:

That house *That houses

The random use of pronoun “she” and “he” since the learner’s first language does not have different form for male and female third singular person.
4. Misordering

Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance or sentence.

For example:

a. *What it is? instead of what is it?

b. *I do not know who is he instead of I do not know who he is

c. *What daddy is doing instead of What is daddy doing?

d. Grammatical Mastery in Second Language Acquisition

Before talking the theory of reported speech, in this session, the researcher clarifies the terms related to the grammar and its problem in learning English because they are part that can not be separated in the study of the reported speech.

1. Problems in Learning English Grammar

According to Lado (1964: 146), the student transfers the set of habits of the grammatical structure of his native language to the foreign language. Thus when a given structure pattern has the same functions, the same form, and the same distribution in the native and the foreign languages, the student will ‘learn’ it easily and quickly by simple transfer. When the structural pattern is not paralleled in the native language, the student will have trouble learning it because of interference from the native language habit patterns. This problem can be illustrated in this scenario: the Indonesian sentence of Nanda menemui Nyonya Nancy tadi malam can be translated into English in Nanda met Mrs. Nancy last night. The time marker of last night and the presence of verb met from this sentence indicate that the doer did past activity (past tense). Meanwhile, when the time marker is turned into setiap sore/ every afternoon, the sentence indicates a habitual activity (present tense) as in Nanda meets Mrs. Nancy every afternoon. If we analyzed it, we can get the indicator affecting the change of this tense, that is, the verb of met that turns into meets. On the contradiction, in Indonesian, if the learners want to say in their native language, they do not need to turn the verb of menemui into *menemuis. They may say Nanda menemui Nyonya Nancy setiap sore hari.
Briefly, the description above implies that the differential grammatical structure between L1 and L2 influences the students’ difficulty in mastering L2. In Indonesia, the students learn English as the foreign language. Hence, the problems in mastering English grammar can not be avoided because that system is not same and errors are often yielded by them.

2. Grammar

According to House and Harman (1950: 11) grammar is the study of words and their function. In its wider sense it may include phonology (pronunciation), morphology (inflectional forms), syntax (the relation of words to other words in phrases, clauses, and sentences), and semantics (meaning of words). In its narrower sense it may deal only with the uses of words. Meanwhile, Alexander (1998: 1) states that grammar is the support system of communication and we learn it to communicate better. Grammar explains the why and how of language. We learn it because we just can not do without it. Meanwhile, Oxford Learner’s Pocket Dictionary (2004: 187) says that grammar is the rules for forming words and making sentences.

On the other hand, Richards (2002: 230) reveals that grammar is as a description of the structure of a language and the way which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. Besides, he also clarifies that a phrase, clause, or sentence which is acceptable because it follows the rules of a grammar is described as a grammatical. For example, the English sentence: *They walks to school* would be considered ungrammatical according to a grammar of Standard English, but the sentence: *They walk to school* would be a grammatical sentence according to a grammar of Standard English.

From the clarifications above, the term of “grammar” that the writer means is a set of rules in linguistic units to produce sentence or utterance appropriately in the language. By mastering grammar well, the L2 learners can convey their thought meaningfully.
3. **Sentence**

House and Harman (1950:12) reveal that a sentence is a group of related words containing a subject and a predicate and expressing a complete and independent unit of thought. For example: *Duck swim, A flock of wild ducks flew across the river, I bought the book that you wrote.*

a. **Subject**

The subject of a sentence is a word or a group of words denoting that of which something is said. The subject may be a noun or any word or group of words substituting for a noun.

b. **Predicate**

The predicate is the word or group of words denoting that which is said of the subject. The predicate may be only a finite verb, or it may be a finite verb with its complement and modifiers. For example, in *John is in the Navy*, John is the complete subject, and *is in the Navy* is the complete predicate. In *For a man to speak of himself is a difficult and delicate matter*, the subject is the phrase *For a man to speak of himself*; the complete predicate, *is a difficult and delicate matter*, consists of the verb *is* plus the noun *matter* with its adjective modifiers.

4. **Phrases**

A phrase is a group of related words without a subject or a predicate, acting as a single part of speech. Phrases may be classified as to their function (adverb, adjective, noun, and verb) or as their structure (prepositional, participial, gerundial, and infinitive). The most common phrases are the verb phrases (*have, come, will be seeing, might have been*) and the prepositional phrases (*at the seashore, in Europe, across the lake, in a bad humor, without reservation*). The term of phrases are not discussed in more detail because the researcher does not practice it in this study.
5. **Clause**

According to House and Harman (1950:12), a clause is a subdivision of a sentence containing a subject and a predicate. Clauses are traditionally classified as independent (or principal) and dependent (or subordinate). This definition is supported by Azar (1989:238) that a clause is a group of words containing a subject and a verb. Moreover, she emphasizes that an independent clause is a complete sentence. It contains the main subject and verb of a sentence (it is also called as a main clause). Meanwhile, a dependent clause is not a complete sentence. It must be connected to an independent clause. For example in the adjective clause of the sentence *I thanked the woman who helped me*, *I thanked the woman* is an independent clause and *who helped me* is as the dependent clause (or adjective clause) because it does not stand alone and it modifies the noun woman.

6. **Noun Clause**

Azar (1989:263) says that a noun clause is used as a subject or an object. In other words, a noun clause is used in the same ways as a noun. He also states that the words such whether, if, that, when, where, why, how, who, whom, what, which, whose mark out the forming of noun clause. This description is strengthened by Richards (2002:59) who says that noun clause or nominal clause is a clause which functions like a noun or a noun phrase; that is, which may occur as subject, object compliment, in apposition, or as prepositional complement. For example:

a. What she said is awful.
b. What he said was interesting.
c. I don’t know *what she said*.
d. I wonder *whether he needs help*.

7. **Subject-Verb Agreement**

One of the problem sections most students encounter in English grammar is keeping the subject and verb consistent in a compound sentence. This is particularly severe in long sentences. Nababan and Waskito (2004:29) say that subject verb agreement is simple. If the subject of a sentence is singular, then the
verb must be singular, and if the subject of the sentence is plural then the verb must be plural. An “s” on a verb usually indicates that a verb is singular, while an “s” on a noun usually indicates that the noun is plural but on the special treatment, this theory is not applied in the certain noun such as, women, children, people, etc. Meanwhile, Hogue (2003:143) argues that verb must agree with their subjects in number (singular or plural) and person (I, you, he, they, and so on). A singular subject (one person or thing) has a singular verb. A plural subject (two or more people or things) has a plural verb. For example:

a. The boy walks to school.
b. The boys walk to school.
c. The children are having breakfast.
d. Jamie is having breakfast.

8. Parts of Speech

Richards (2002:287) say that parts of speech is a traditional term to describe different types of word which are used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Supporting this definition, House and Harman (1950:16) convey that parts of speech are the divisions into which word are classified according to their functions in a sentence.

a. Noun

House and Harman’s (1950:16) statement related to the definition of noun is similar to the Hogue’s statement (2003:2), that is, noun is as the name of a person, place, or thing. Similar to their thought, Richards (2002:366) emphasizes that nouns typically refer to people, animals, places, things, or abstractions. Examples of nouns are teacher, school, book, color, life, and truth.

Moreover, noun can be divided into three categories:

1) Common nouns and proper nouns

Hogue (2003:2) says that a noun that names a particular person, place, or thing is a proper noun. Frank (1972:6) also has similar utterance with the previous definition, that is, a proper noun begins with a
capital letter in writing. He gives more clarification that a proper noun may include:

a) Personal names (*Mr. John Smith*)

b) Names of geographic units such as countries, cities, rivers, etc. (*Holland, Paris*).

c) Names of nationalities and religions (*a Dutchman, Christianity*).

d) Names of holidays (*Easter, Thanksgiving Day*).

e) Names of times units (*Saturday, June*).

f) Words used for personification—a thing or abstraction treated as a person (*Nature, Liberty*).

As opposed to proper nouns, all other nouns are classified as *common nouns* such as *man, country, and statue*.

2) Count nouns and noncount nouns

Hogue (2003:2) says that a common noun can be count or noncount. Count nouns name people, places, and things that you can count (one book, two books). Count nouns can be singular or plural, and you can use an indefinite article (*a, an*) with them. Meanwhile, noncount nount name things that you cannot count. For example, you can not count *sunshine* and *oxygen*. Noncount nouns are never plural, and you can not use article *a or an* with them. Example of count nouns: *book, person, idea* and the example of noncount nouns: *sunshine, oxygen, information*.

3) Gerunds

Hogue (2003:2) defines that words that end in –ing can be nouns. These nouns are called gerunds. Similar to Hogue’s statement, Waskito (2000:9) says that because gerund is verb-ing that has function as a noun, gerund has role positions as:

a) Subject

   It may occur in the sentence of *working all day made me tired*. The position of *working* here is as the subject.
b) Object

It may occur in the sentence of *I enjoy cooking*. The position of “cooking” is as the object of the sentence.

c) Object of Preposition

It may occur in the sentence of *By studying hard, you will pass the entrance test*.

d) Complement

It may occur in the sentence of *My hobby is singing*.

e) Passive Meaning

It may occur in the sentence of *the car needs cleaning*.

b. Pronoun

Richards (2002:429) conveys that a pronoun is a word which may replace a noun or a noun phrase. Supporting the previous statement, Azar (1989:45) says that a pronoun is used in place of a noun. In this case, he also clarifies the term of “antecedent”. For example, *I read the book. It was good*. “It” here refers to the object pronoun of “book”, that is, what we called as “antecedent”.

<table>
<thead>
<tr>
<th>Pronoun Categories</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Pronoun</td>
<td>ِI, you, she, he, it</td>
<td>we, you, they</td>
</tr>
<tr>
<td>Object Pronoun</td>
<td>me, you, her, him, it</td>
<td>us, you, them</td>
</tr>
<tr>
<td>Possessive Pronouns</td>
<td>mine, your, hers, his</td>
<td>yours, theirs</td>
</tr>
<tr>
<td>Possessive Adjective</td>
<td>my name, your name, her, his, its name</td>
<td>our names, your names, their names</td>
</tr>
</tbody>
</table>
From the table above, it can be emphasized that in constructing possessive pronoun we do not need to attach noun, for example in the sentence *That book is mine*. On the contradiction, possessive adjectives are followed immediately by a noun; they do not stand alone. For example, *My book is here. Your books are over there.* On the other hand, the clarification explained before is rather different from Hogue (2003:3) who defines pronouns into eight categories as below:

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Pronouns</td>
<td>I, me, you, he, him, she, her, it, we, us, they, them (She gave it to them. They got it from her.)</td>
</tr>
<tr>
<td>Possessive Pronouns</td>
<td>My, mine, your, yours, her, hers, his, its, our, ours, their, theirs (Let’s study at your house. Mine is too noisy.)</td>
</tr>
<tr>
<td>Demonstrative Pronouns</td>
<td>this, that, these, those (I love this picture, but I don’t like those.)</td>
</tr>
<tr>
<td>Interrogative Pronouns</td>
<td>who, whom, whose, which, what (Who went to the movies with you? Which movie did you see?)</td>
</tr>
<tr>
<td>Relative Pronouns</td>
<td>who, whom, whose, which, what (George, who is my best friend, is a dog.)</td>
</tr>
<tr>
<td>Indefinite Pronouns</td>
<td>all, another, any, anyone, anybody, anything, both, each, either, everybody, everyone, everything, few, many, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something. (Everyone here speaks several languages.)</td>
</tr>
<tr>
<td>Reflexive Pronouns</td>
<td>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves (He hurt himself. They painted the house themselves.)</td>
</tr>
<tr>
<td>Reciprocal Pronouns</td>
<td>Each other, one another (They promised to take care of each other.)</td>
</tr>
</tbody>
</table>
b. Adjective

House and Harman (1950:73) defines that an adjective is a word used with a noun or other substantive as a modifier to describe or define it. Meanwhile, Richards (2002:13) gives further clarification related to the term of adjective is as word that describes the thing, quality, state, or action which a noun refers to. For example, black in a black hat is an adjective. In English, adjectives usually have following properties:

1) They can be used before a noun, e.g. a heavy bag.
2) They can be used after be, become, seem, etc, as complements, e.g. the bag is heavy.
3) They can be used after a noun as a complement, e.g. These books make the bag heavy.
4) They can be modified by an adverb, e.g. a very heavy bag.
5) They can be used in a comparative or superlative form, e.g. The bag seems heavier now.

c. Adverb

According to Richards (2002:15) adverb is a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence, and which answers such questions as how?, where?, or when?. In English many adverbs have ly- ending. For example, adverbs of manner e.g. carefully, slowly, adverbs of place e.g. here, there, locally, and adverbs of time e.g. now, hourly, yesterday.

In more detail, House and Harman (1953:156) describe some categories of adverb as follows:

1) The primary adverbs

Primary adverbs have no suffixes or other markings to distinguish them from the other parts of speech and most of them are not inflected for comparison, and many of them are monosyllabic. The following are primary adverbs: hence, here, how, never, not, since, soon, then, there, thus, twice, too, where, whence.
2) Adverbs classified as to meaning

When classified as to meaning, most adverbs can be put into the categories of time, place, manner, and degree.

a) Adverbs of time

It may express present time (now, immediately, instantly, today); past time (ago, already, before, lately, then, yesterday); future time (afterwards, by and by, hereafter, soon, tomorrow); duration of time (always, continuously, ever, incessantly, never, still, while); or frequency of time (again, and again, daily, frequently, often, periodically, sometimes). Adverbs of time usually modify verbs. They answer the question When? Or How long? Or How many times?

b) Adverbs of place and direction

Adverbs of place and direction may denote place where (above, below, near, here, there, where, upstairs); motion to (forward, onward, hither, thither, whither); and motion from (away, hence, thence, whence). Adverbs of place usually modify verbs. They answer the questions Where? Or In what directions? Or From what direction? The following illustrates:

(1) Adverbs of place where: (a) I study here (b) I have been there

(2) Adverbs of direction: (a) Go hence (b) Turn left (c) Go away

c) Adverbs of manner

Adverbs of manner usually go with verbs of action, and they denote the way or manner of the action expressed in the verb. Manner adverbs are the most numerous of adverbs, largely because they can be made from simple and compound adjective and from the present and past participles by adding the suffix –ly (gladly, happily, carefully, gracefully, nicely, charmingly, etc). In addition to the derived adverbs, there are a number of primary and simple adverbs which denote manner: better, fast, faster, hard, how, ill, loud, so, straight, right, well, etc. Adverbs of manners usually modify verbs. They answer the question How? Or In what way? Look at the
following illustration: (1) Do it thus. (2) He guessed right. (3) She works fast. (4) She entertains charmingly.

d) Adverbs of degree

It denotes measure or extent, and answer the question How much? Or How little? Or To what extent? Many of the degree adverbs are primary or flat adverbs (far, just, little, more, very, too, altogether, all, quite, enough, rather, almost), and many of them are made from adjectives denoting measure or extent by the addition of the suffix –ly (completely, barely, scarcely, partly, nearly). For example: (1) John is very tall. (2) He walks too slowly. (3) I was almost asleep. (4) This food is good enough for kings.

3) Interrogative adverbs

They are simple adverbs performing a dual function: they modify verbs, adjectives, and adverbs, and introduce direct and indirect questions. When, where, why, how are the most common interrogative adverbs used to inquire concerning time, place, manner, cause, and degree.

Direct Questions Indirect Questions

Time: When does he go? I wonder when he is going.
Place: Where are you? He asked where I was.
Degree: How old are you? I must not tell how old I am.
Reason: Why is he so downcast? He will not tell me why he is so downcast
Manner: How will they accomplish this? I should like to know how they will accomplish this.

d. Preposition

According to Richards (2002:414) preposition is a word used with noun, pronoun, or gerund to link them grammatically to other words. Similar to the previous statement, House and Harman (1953:174) say that a preposition is a particle (word or a word-equivalent) used with a noun or pronoun (and usually placed before it) to form a phrase, which phrase usually performs the function of an adjective or an adverb. Moreover,
Hogue (2003:11) defines that prepositions show relationship such as direction, time, location, or ownership. Most prepositions are one word (of, from, in, on), but some prepositions are two words (next to, because of, according to) or even three words (in front of, in addition to).

e. Conjunction

Richards (2002:107) reveals that conjunction is a word which joins words, phrases, or clauses together, such as, but and when. Supporting this definition, Hogue (2003:12) says that conjunctions connect words and word groups and show the relationship between the connected elements. He adds that there are four kinds of conjunctions:

1) Coordinating conjunctions (and, but, so, or, etc.)
   I enjoy swimming in the ocean but not in a pool.

2) Correlative conjunctions (not only...but also, etc.)
   She has lived not only in Vietnam but also in France.

3) Subordinating conjunctions (because, when, if, etc.)
   I use my ATM card to get money because ATMs are everywhere.

4) Conjunctive adverbs (however, therefore, meanwhile, etc.)
   We were enjoying the sunset at the beach. Meanwhile, a thief was breaking into our car.

f. Interjection

Hogue (2003:15) defines that an interjection is a word or phrase that express surprise or emotion. Interjections can be strong or weak. Meanwhile, Richards (2002:267) says that interjection is a word such as, ugh! Ghost! Wow!, which indicates an emotional state or attitude such as delight, surprise, shock, and disgust, but which has no referential meaning. Frank (1972:4) says that since the interjection is simply some expression of emotion or feeling usually occurring at the beginning of the sentence and does not perform any grammatical function. This part of speech is not used in this discussion of thesis.

commit to user
9. English Tenses

According to Chomrie (1985:9) tense is grammaticalized expression of location in time. Furthermore, Richards (2002:545) defines that tense is the relationship between the form of the verb and the time of the action or state it describes. Meanwhile, Jacobs (1995:187) conveys that tense is the grammatical marking on verbs that usually indicates time reference relative to the either the time of speaking or the time at which some other situation was in force. On the other hand, Frank (1972:52) reveals that the grammatical form of verbs is usually discussed in connection with tense. The description of verb forms differs according to the way the term tense is interpreted. In the interpretation of tense can be based on the form of the verb. According to this interpretation, there are only two tenses, that is, a present and a past-each of which is marked by different forms in the lexical verb itself or in the auxiliary used with it. The semantic component of time is only secondary to the structural form. Many modern grammarians favor this two-tense system based on form alone.

Based on the explanation above, it can be concluded that tenses are discussed in connection with the grammatical form of verbs to interpret the time of the action or situation.

Furthermore, Azar (1989:2) gives more detail categories of various English tenses as follows:

a. Simple present tense

In general, the simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

1) Simple present is used to express habitual or everyday activity.
   a) I study for two hours every night.
   b) My classes begin at nine.
   c) He always eats a sandwich for lunch.

2) Simple present tense tells something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact. For example:
a) Water consists of hydrogen and oxygen.

b) Most animals kill only for food.

c) The world is round.

3) Certain verbs are not used in the progressive tenses. With these verbs, the simple present may indicate a situation that exists right now, at the moment of speaking. For example:

a) I have only a dollar right now.

b) I don’t recognize that man.

c) He needs a pen right now.

b. Simple past tense

It implies that at one particular time in the past, this happened. It began and ended in the past.

1) Simple past indicates that an activity or situation began and ended at a particular time in the past. For example:

a) I walked to school yesterday.

b) He lived in Paris for ten years, but now he is living in Rome.

c) I bought a new car three days ago.

2) If a sentence contains “when” and has the simple past in both clauses, the action in the “when clause” happens first.

a) I stood under a tree when it began to rain.

First: the rain began. Second: I stood under a tree.

b) When she heard a strange noise, she got up to investigate.

First: She heard a strange noise. Second: She got up to investigate.

c) When I dropped my cup, the coffee spilled on my lap.

First: I dropped my cup. Second: the coffee spilled on my lap.

c. Simple future

It implies that at one particular time in the future, this will happen. For example:

1) It will snow tomorrow.

2) I will watch television tonight.

3) I am going to watch television tonight.
“Will” or “be going to” is used to express future time. In speech, “going to” is often pronounced “gonna”.

d. Present progressive tense

In general, the progressive tense give the idea that an action is in progress during a particular time. The tenses say that an action begins before, is in progress during, and continues after another time or action.

1) Present progressive expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future. For example:

a) John is sleeping right now.
b) I need an umbrella because it is raining.
c) John and Marry are taking on the phone.

2) Often the activity is of a general nature: something generally in progress this week, this month, this year. For example, in the sentence of She is writing another book this year. The sentence means that writing a book is a general activity she is engaged in at present, but it does not mean that at the moment of speaking she is sitting at her desk with pen in hand. The progressive tenses are also called the continuous tenses: present continuous, past continuous, and future continuous.

e. Past progressive tense

1) At eight o’clock last night, I was studying.

It indicates that my studying began before eight, was in progress at that time, and probably continued.

2) While I was studying in one room of our apartment, my roommate was having a party in the other room.

This sentence indicates that sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.
3) It rained this morning.
4) It was raining this morning.

In some cases, the simple past and the past progressive give almost the same meaning, as in 3 and 4.

f. Present perfect

1) The present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. For example:
   a) They have moved into a new apartment.
   b) I have already seen that movie.
   c) I have never seen snow.

2) The present perfect also expresses the repetition of an activity before now. The exact time of each repetition is not important. For example:
   a) We have had four tests so far this semester.
   b) I have written my wife a letter every other day for the last two weeks.

3) The present perfect also, when used with “for” or “since”, expresses a situation that began in the past and continues to the present. For example:
   a) I have been here since seven o’clock.
   b) We have been here for two weeks.

In these examples above, notice the difference between “since” and “for”: “since” is followed by a particular time, whereas, “for” is followed by duration of time.

g. Past perfect

1) The past perfect expresses an activity that was completed before another activity or time in the past. For example:
   a) My parents had already eaten by the time I got home.
   b) Until yesterday, I had never heard about it.
   c) The thief simply walked in. Someone had forgotten to lock the door.
d) Sam *had* already *left* when we got there. This sentence means that first: Sam left, and then second: we got there.

2) If either “before” or “after” is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. The simple past may be used, as in the example below:
   a) Sam had left before we got there.
   b) Sam *left* before we got there.
   c) After the guests *had left*, I went to bed.
   d) After the guests *left*, I went to bed.

From these sentences above, it can be concluded that the sentence of “a” and “b” have same meaning, meanwhile the sentence of “c” has the same meaning with “d”.

g. Past perfect progressive

1) The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past. For example:
   a) The police *had been looking* for the criminal for two years before they caught him.
   b) The patient had been waiting in the emergency room for almost an hour before a doctor finally treated her.
   c) He finally came at six o’clock. I *had been waiting* for him since four-thirty.

2) This tense also may express an activity in progress recent to another time or activity in the past. For example:
   a) When Judy got home, her hair was still wet because *she had been swimming*.
   b) Her eyes were red because she *had been crying*.
10. Modal

According to Hogue (2003:109) English uses modals to show a speaker’s attitude toward what he or she is saying. They show attitudes such as doubt (That can’t be true), necessity (We must buy our tickets today), and possibility (He may be sick). Similar to the Hogue’s utterance, Richards (2002:335) says that modal is auxiliary verb which indicate attitudes of the speaker/ writer towards the state or event expressed by another verb, i.e. which indicate different types of modality. The following are modals verb in English: may, might, can, could, must, have (got) to, will, would, shall, should. Modal meanings are shown in the following examples:

a. I may be wrong. (may = possibility)
b. That will be Tom at the door. (Will=prediction)
c. You can smoke here. (can = permission)
d. I can play the piano. (can = ability)

e. Reported Speech

1. Definition of Reported Speech

Azar (1989:275) reveals that reported speech refers to using a noun clause to report what someone has said. No quotation marks are used. Hogue (2003:102) supports the previous statement by saying that in reported speech, you report what the person said or wrote without quotation marks. You usually have to change some of the words, especially pronouns and verbs. He also clarifies that the term of reported speech is also called indirect speech. Waskito (2000:28) describes that direct speech will alter into reported speech if the statement or question are imitated by another person. On the other opinion, Krestel et al (2007:2823) says that the function of reported speech is to convey information in two steps: from a source to a reporter, and from the reporter to a reader. The reporter can use the mechanism of reported speech to not only reproduce the content of the utterance, but to reproduce and clarify the whole speech act. He also argues that reported speech in the form of direct and indirect reported speech is an important indicator or evidentially in traditional newspaper texts, but also increasingly in the new...
media that rely heavily on citation and quotation of previous postings, as for instance in blogs or newsgroups. In addition, the function of direct and indirect speech is the same, with the distinction that in direct speech the reporter commits to a literal transcription of the original utterance, given quotes, whereas he gives a summary interpretation when using indirect speech.

Moreover, Quick in Krestel (2007:2824) conveys that reported speech usually consists of the reporting clause and the reported clause. The reporting clause contains information about the source of the utterance, the circumstances in which it was made, and possibly a characterization of the manner or force, with which it was made. Meanwhile, the reported clause can consist of direct speech or indirect speech. Furthermore, he provides a figure of reported speech construct which is adapted from the Wall Street Journal 03.03.1988 as follows:

On the other side, Cunningham in Krestel (2007:2824) defines that reporting verb marker detects and tags verbs that trigger a reported speech interpretation.

Table 3. Reporting Verb Marker

<table>
<thead>
<tr>
<th>According</th>
<th>Accuse</th>
<th>Acknowledge</th>
<th>Add</th>
<th>Admit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>Allege</td>
<td>Announce</td>
<td>Argue</td>
<td>Assert</td>
</tr>
<tr>
<td>Believe</td>
<td>Blame</td>
<td>Charge</td>
<td>Cite</td>
<td>Claim</td>
</tr>
<tr>
<td>Complain</td>
<td>Concede</td>
<td>Conclude</td>
<td>Confirm</td>
<td>Contend</td>
</tr>
<tr>
<td>Criticize</td>
<td>Declare</td>
<td>Decline</td>
<td>Deny</td>
<td>Describe</td>
</tr>
<tr>
<td>Disagree</td>
<td>Disclose</td>
<td>Estimate</td>
<td>Explain</td>
<td>Tear</td>
</tr>
<tr>
<td>Hope</td>
<td>Insist</td>
<td>Maintain</td>
<td>Mention</td>
<td>Note</td>
</tr>
<tr>
<td>Order</td>
<td>Predict</td>
<td>Promise</td>
<td>Recall</td>
<td>Recommend</td>
</tr>
<tr>
<td>Reply</td>
<td>Report</td>
<td>Say</td>
<td>State</td>
<td>Stress</td>
</tr>
<tr>
<td>Suggest</td>
<td>Tell</td>
<td>Testify</td>
<td>Think</td>
<td>Urge</td>
</tr>
<tr>
<td>Warn</td>
<td>Worry</td>
<td>Write</td>
<td>Observe</td>
<td></td>
</tr>
</tbody>
</table>
From these explanations above, it can be concluded that reported speech is used for conveying utterances which are said by someone else. Reported speech is also called as indirect speech. The usage of reported speech is not only in daily conversation but also in the journalism media (newspaper, magazine, and website). Besides, there are elements that characterize reported speech such as, circumstances, source, reporting verb, addressee, reporting clause, and reported clause.

2. Classification and Rules of Reported Speech

There are some categories of English reported speech. Each category has its rules for conveying the proper context and meaning of the utterance. In the utterances below, the writing of abbreviation of DS refers to the term of Direct Speech; otherwise the abbreviation of RS refers to the term of Reported Speech.

a. Statement

According to Waskito (2000:29) for constructing a reported speech in the form of statement, the word of “that” has to be inserted after the introductory sentence. Then, he also clarifies if the reporting verb is simple past tense, the tense, pronoun, and adverb in the reported clause must be altered but if the reporting verb of the introductory sentence is present tense, the tense of the reported clause does not need to be altered but the pronouns should be adjusted. For example:

DS : Dina and Dudy said to Rita, “We study English here.”

RS : Dina and Dudy said to Rita that they studied English there.

The verb of “said” in *Dina and Dudy said to Rita* above indicates that the reporting verb belongs to simple past tense, so the subject pronoun of “we” should be altered into “they” which represents the subject of “*Dina and Dudy*” and the present tense of the reported clause “We study English” should be altered into past tense that resembles in “We studied English”. Besides, the word of “that” should be inserted after the reporting clause and the adverb of “here” is also must be altered into “there”. The second example is:
DS : Naniek says to Ito, “I will always love you.”
RS : Naniek says to Ito that she will always love him.

From the utterance above, it can be analyzed that the verb of “says” indicates that the reporting verb is present tense, so the form of tense in the reported clause stays the same but the subject pronoun of “I” coming from direct speech must be altered into “She” in reported clause which represents “Naniek” as the doer. Still in the same case, the object pronoun of “you” in direct speech also must be altered into “him” in the reported clause. The last rule that must be applied is the connector “that” must be inserted after the reporting clause. After all, the utterance of “Naniek says to Ito that she will always him” makes a sense in the reported speech.

On the other hand, McLellan (2004:15) provides examples of reported speech that does not need to insert the connector “that” after the reporting clause as follows:

He said he was old but energetic.
He said he would go but he would be late.

Alexander (1990:218) indirectly conveys that the usage “that” after the reporting clause is optional. He provides a sign by attaching the connector “that” in the bracket. For example: he said (that) …, he told me (that) ….

Moreover, Waskito (2000:30) conveys that in the sentence which states a general truth, although the reporting verb belongs to past tense, the tense in the reported clause does not need to be altered. For example:

DS : The teacher said to her students, “A cow eats grass.”
RS : The teacher said to her students that a cow eats grass.

From the utterance above, it is true that a cow eats grass. A cow never eats beef. Since the context of the sentence shows a fact or general truth, the tense of the reported speech stays the same in its initial.

Furthermore, in this research, the researcher uses the model of reporting past verb because most students get difficulty on it.
b. Interrogative (Yes/No Questions)

According to Waskito (2000:31) the way in constructing of reported speech in the form interrogative (yes/no question) is as follows:

1) The tense of the reported clause must be back shifted
2) The reporting verb in reporting clause uses words such as, “ask”, “wonder”, and “want to know”.
3) The connector “if” and “whether” must be inserted after the reporting clause.

The examples are as below:

1) DS : Darry asked Linda, “Are you happy now?”
   RS : Darry asked Linda if she was happy at that time
2) DS : Tina asked Rudhy, “Did you go to the movie yesterday?”
   RS : Tina asked Rudhy whether he had gone to the movie the day before.

The description above indicates that to construct the interrogative of reported speech, we have to adjust the pronoun and the adverb. Besides, we have to make a form of statement (noun clause) in the reported clause. If *she was happy at that time* and *whether he had gone to the movie yesterday* indicate noun clause which is formed in the reported clause.

c. Pronominal Questions (WH Questions)

Waskito (2000:31) states that there are some rules that must be followed in constructing pronominal questions of reported speech:

1) The reporting verb uses words such as, “ask”, “wonder”, and “want to know”.
2) The tense must be back shifted
3) The pronoun must be adjusted
4) The adverb must be altered
5) The questions words (when, where, why, how, how many, etc) which come from the reported clause still must be used to construct the reported speech.
The example is as following:
1) DS : Rita asked Dudy, “Why didn’t you attend my birthday party?”
   RS : Rita asked Dudy why he had not attended her birthday party.
2) DS : Dewi asked Toto, “Who broke my mirror?”
   RS : Dewi asked Toto who had broken her mirror.

   From the example above, it can be concluded that in constructing
   pronominal question of reported question, we have to make a statement
   (noun clause) in the reported clause. Why he had not attended her
   birthday party and who had broken her mirror are noun clause which is
   required to form a pronominal question of reported speech.

d. Imperative/command

   There are some rules that must be followed in constructing reported
   speech in the form of imperative/command:
   1) The verbs of “asked”, “commanded”, and “told” usually are used in
      the introductory sentence.
   2) The word “to” must be inserted after the introductory sentence.
   3) The pronoun must be adjusted.
   4) The adverb must be also adjusted.

   For example:
1) DS : Dewi asked Surono, “Leave the bag on the table.”
   RS : Dewi asked Surono to leave the bag on the table.
2) DS : Sari said to Rudhy, “Put your shirt into my cupboard.”
   RS : Sari asked Rudhy to put his shirt into her cupboard.
3) DS : Dina told Tono, “Come to my house tomorrow.”
   RS : Dina told Tono to come to her house the following day.

   From the example above, it can be concluded that in constructing
   imperative/command of reported speech, it does not require to back
   shift the tense. People only have to insert the connector “to” after the
   reporting clause. It is quite simple and easy.
e. Prohibition

Waskito (2000:29) says that in constructing the prohibition of reported speech is equal to construct imperative/command of reported speech. In this case, we just have to change the word “don’t” into “not to” after the reporting clause. For example:

1) DS : Iswati said to Budi, “Don’t leave me.”
   RS : Iswati asked Budi not to leave her.
2) DS : Adhita told Toto, “Don’t come here next week.”
   RS : Adhita told Toto not to come there the following week.

From the explanation above, it can be concluded that the tense must be back shifted in constructing statement, interrogative (yes/no questions), and pronominal (wh-questions) when the reporting verb is past tense and it does not show the general truth. Then, the pronoun and adverb have to be adjusted for constructing the all various reported speech. It is like what Harman (1990:230) said as follow “that the first thing in reported speech is to move our tenses back one place—‘here’ becomes ‘there’, ‘this’ becomes ‘that’, ‘now’ becomes ‘then’, et cetera…”.

3. Reported Speech and Backshift

Harman (1990: 231) says that the notion of converting from direct to indirect speech has, in traditional grammar, been concerned with ‘shifting’ or ‘back-shifting’. First and second person pronouns shift to third person; ‘here’ shifts to ‘there’, ‘this’ and ‘these’ shift to ‘that’ and ‘those’; adverbials of time such as ‘today’, ‘tomorrow’, and ‘yesterday’ shift to ‘that day’, ‘the next/following day’, and ‘the previous/the day before’ and so on. Meanwhile, Steer (1998:126) provides a list of the backshift of adverb as in the table below:
Table 4 the Shift of Adverbial Time and Place Based on the Steer

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yet</td>
<td>by that time</td>
</tr>
<tr>
<td>Today</td>
<td>that day</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>the next day/ the following day/ a day later</td>
</tr>
<tr>
<td>Yesterday</td>
<td>the day before/the previous day</td>
</tr>
<tr>
<td>last week/month, etc...</td>
<td>the previous week/the week before</td>
</tr>
<tr>
<td>this week/month, etc...</td>
<td>that week</td>
</tr>
<tr>
<td>next week/month, etc...</td>
<td>the following week/the next week/a week later</td>
</tr>
<tr>
<td>Now</td>
<td>then/at that time</td>
</tr>
<tr>
<td>This</td>
<td>That</td>
</tr>
<tr>
<td>These</td>
<td>Those</td>
</tr>
</tbody>
</table>

Verbs in the reported utterance are back-shifted one tense when the reporting verb is in the past. Doff et al in Harman (1990: 231) argues that change are made because what is being reported is set in the past, the reporting verb (said/told me) is in the past, so what follows must change “one tense back”. They suggest the teacher should present indirect speech by building up the following table on the board:

DIRECT SPEECH             REPORTED SPEECH

is going to/will   →  was going to/would
present            →  past
present perfect    →  past perfect

They continue that it is sometimes unnecessary to change the tense in reported speech (e.g. when reporting statements that are generally true or still valid)—but it is never wrong to make the tense change. If we follow their advice, we may end
up with a sentence like: He said he had decided to study English because it had been a useful language.

On the other hand, Bridges (2010:151) provides a figure of the backshift of tense in reported speech more systematically. It can be seen below:

Figure 2 the Back-Shift of Verb Tense in Reported Speech

Future-in-the-past is formed the same way as ordinary future tenses but instead of will, which is the auxiliary verb of the future, we use would.

In constructing reported speech, when the reporting verb is past tense, some modals must be turned and some of them must stay same. In the table below is the
list of modal in reported speech which is quoted from http://www.bbc.co.uk/worldservice/learningenglish/flatmates.

Table 5 Change of Modal Verbs

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>Could</td>
</tr>
<tr>
<td>Will</td>
<td>Would</td>
</tr>
<tr>
<td>Must</td>
<td>had to</td>
</tr>
</tbody>
</table>

Table 6 Modal Verbs That Stay Same

<table>
<thead>
<tr>
<th>DIRECT SPEECH</th>
<th>REPORTED SPEECH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would</td>
<td>Would</td>
</tr>
<tr>
<td>Should</td>
<td>Should</td>
</tr>
<tr>
<td>Could</td>
<td>Could</td>
</tr>
<tr>
<td>might</td>
<td>Might</td>
</tr>
<tr>
<td>must</td>
<td>Must</td>
</tr>
</tbody>
</table>

For example:

a. DS : I can speak Spanish.

       RS : She said that she could speak Spanish.

b. DS : You will be late.

       RS : I told her that she would be late.

c. DS : I must leave at 3 p.m.

       RS : He said that he had to leave at 3 p.m.

d. DS : I would love to come.

       RS : She said that she would love to come.

e. DS : I should go to the dentist’s.

       RS : She said that she should go to dentist’s.
f. DS : I *could* buy it.  
RS : He said that he *could* buy it.

g. DS : I *might* see him.  
RS : She said that she *might* see him.
CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the determination of the place and time of the study, the method of the study, population, sample, sampling, the technique of collecting data, and the technique of analyzing data.

A. The Place and Time of the Study

This research was conducted in SMAN Gondangrejo – Karanganyar which is started on February 26th 2011 for the try out test and April 7th 2011 for the final test. The subject of the research is the eleventh grade students in the Academic Year 2010-2011. The study focused on the difficulty in using reported speech. Reported speech had been learned by the students since the tenth grade but the difficulty still appears until the eleventh grade.

B. The Method of the Research

In this study, the researcher uses descriptive method to describe errors in using reported speech. Nawawi (1996:73) says that descriptive method is the problem-solving procedure which is investigated by describing the research object at the present based on the rising facts.

In doing this research, the researcher gave questions to answer to the students. After fifty five minutes, the researcher took their answer sheet. Then, these answer sheets are given again to them to revise their answer. The purpose of this activity is to distinguish the term between error and mistake. If the students can revise it, it means that they make mistakes but if they can not revise it, it means that they make errors.
C. Population, Sample, and Sampling

1. Population

In this research, the researcher limits the population to the eleventh grade students of SMAN Gondangerjo Karanganyar in the academic year 2010-2011. There are six classes in this population (XI IPS1, XI IPS2, XI IPS3, XI IPA1, XI IPA2, XI IPA3). The total number of the population is 228 students.

2. Sample

The sample in this research is the students coming from XI IPA 1 and XI IPS1 of SMAN Gondangerjo Karanganyar in the academic year 2010-2011. The total students of the both class is 79 students. The researcher uses the entire samples to do his research.

3. Sampling

The researcher uses purposive sampling in his research. The researcher uses the both class comes from the eleventh grade of IPS 1 and IPA 1 with the total number of 79 students because the researcher views that both class can represent the population there. The eleventh grade of IPA 1 belongs to the clever enough class and the eleventh grade of IPS 1 belongs to the not too clever class. These characteristics represent the case of the population’s on grammatical difficulty.

D. Technique of Collecting Data

1. Test

The technique of collecting data used in this research is by using essay of complete answer tests. The test consists of fifty five items for the try out test and thirty five items for the final test. A test can be said as a good test if the test fulfills the standard of the validity and reliability.
2. Validity and the Reliability of the Instrument

To get the validity of the data, the researcher gave a try out test which the total item number about 55 and was conducted on 26\textsuperscript{th} February 2011 in XI IPA 2 with the total sample of 32 students, then the 55 item numbers are analyzed by using SPSS 17 to get the validity of the instrument. The researcher gets 35 items number that is valid. Then, the valid item numbers are used as the final test which is used to collect the data of the research.

The word reliability comes from reliable meaning can be trusted. The test is called reliable if the test can be trusted and the test also has consistent or stable score even though the test is given many times. The result will approximately stay the same.

The further information about the result of the validity and the reliability of the instruments can be read in the appendixes.

3. Interview

After giving the test, the researcher interviews some students to collect the information about the result of their writing in reported speech. The results of the interview can be read in the appendixes.

E. Technique of Analyzing Data

After getting the data which is obtained from the giving the research instrument, the researcher analyzes the data based on the steps in error analysis procedures as follows:

1. Identifying the errors and calculating the errors into percentage.
2. Describing the errors and classifying into the types of errors.

3. Explaining the errors into the sources of errors.

4. Evaluating the errors.

The formula that is used to count the frequency of error is as follows:

\[
E = \frac{P}{I} \times 100\%
\]

- \(E\) = Error percentage
- \(P\) = Number of Error of category
- \(I\) = Total number of possible error
CHAPTER IV

RESEARCH FINDING

A. Data Presentation

The final or real test was conducted on April 7th, 2011 in eleventh grade of IPA 1 and IPS 1 of SMA Negeri Gondangrejo Karanganyar. The total items of the essay test are thirty five which are done by seventy nine students.

B. Analyzing the Data

The researcher analyzes the data based on the error analysis procedure. This analysis is conducted through four main stages. These points are: identifying errors, calculating these errors into percentage, describing and classifying them into types of errors, explaining them based on the error sources, and evaluating them into the correct rule.

1. Identifying Errors

The first stage of analyzing data is conducted by identifying these errors. It is done through the detection of the grammatical structure which is considered deviant from the standard grammar in English (reported speech).

2. Classifying Errors

The second stage is done by classifying these errors into classifications which are based on the surface taxonomy strategy and by calculating them into percentage. The researcher finds five error classifications in this research. These error classifications are: addition, misformation, misordering, omission, and combination. There are 2,897 errors that are collected from five types of errors (misformation, combination, addition, misordering, and omission). All errors are yielded by 79 students who come from both eleventh grade of IPA 1 and eleventh grade of IPS 1.
Furthermore, the result of the calculation of errors classification in reported speech which is taken from the technique of surface taxonomy strategy can be read in the table below:

Table 7. The Percentage of Error Classifications

<table>
<thead>
<tr>
<th>NO</th>
<th>Classification</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Addition</td>
<td>48</td>
<td>1.66</td>
</tr>
<tr>
<td>2</td>
<td>Misordering</td>
<td>31</td>
<td>1.07</td>
</tr>
<tr>
<td>3</td>
<td>Misformation</td>
<td>1,463</td>
<td>50.5</td>
</tr>
<tr>
<td>4</td>
<td>Omission</td>
<td>57</td>
<td>1.97</td>
</tr>
<tr>
<td>5</td>
<td>Combination</td>
<td>1,298</td>
<td>44.8</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>2,897</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the table above, it can be drawn a conclusion that the lowest of the error frequency is misordering with the 31 errors or 1.07 percent. Meanwhile, the highest error frequency comes from the misformation with 1,463 errors or 50.5 percent.

3. Evaluating Errors

The third stage in this research is by evaluating these errors into the correct rule of the Standard English grammar in reported speech. The researcher selects entire errors and classifies them into error classifications which are based on the surface taxonomy strategy. After that, the researcher describes each error and gives one or two samples of the error that the students committed. To make the description clear, the researcher writes the student’s name, class, and item number that shows error. Besides, the researcher gives code * to the incorrect parts and then writes them with italic style. Then, the researcher also writes the revision with italic style.
a. Addition Error

Table 8. Addition Error

<table>
<thead>
<tr>
<th>No</th>
<th>Addition Error of</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Connector</td>
<td>29</td>
<td>60.42</td>
</tr>
<tr>
<td>2</td>
<td>Article &quot;The&quot;</td>
<td>2</td>
<td>4.17</td>
</tr>
<tr>
<td>3</td>
<td>Verb Do</td>
<td>3</td>
<td>6.25</td>
</tr>
<tr>
<td>4</td>
<td>Object Pronoun</td>
<td>2</td>
<td>4.17</td>
</tr>
<tr>
<td>5</td>
<td>To</td>
<td>6</td>
<td>12.50</td>
</tr>
<tr>
<td>6</td>
<td>Auxiliary Had</td>
<td>1</td>
<td>2.08</td>
</tr>
<tr>
<td>7</td>
<td>Phoneme</td>
<td>3</td>
<td>6.25</td>
</tr>
<tr>
<td>8</td>
<td>Question Marker</td>
<td>1</td>
<td>2.08</td>
</tr>
<tr>
<td>9</td>
<td>Subject Pronoun</td>
<td>1</td>
<td>2.08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The researcher finds 48 (1.69 percent) addition errors in the research. Although the number of the addition error here is not too large, it does not guarantee that the students do not much yield this addition error in the utterance of reported speech since this type of error also comes to the combination error. Based on the research finding, the addition error happened when an item or more which should not present in well-formed reported speech appears.

1) Addition Error of Connector

When transforming the direct speech into reported speech, the students add the other connector to connect the reporting clause with the reported clause. The addition error of connector is the highest error in this part (29 errors). It happened because most students do not know the differentiation of the connector in the reported speech; consequently they add the others connector in one utterance.

(commit to user)
*She told Agus that not to come to her birthday party the following week and not to call her anymore. (Diyah Pitasari/A1/11).

The datum above shows the incorrect prohibition form of reported speech that comes from direct speech: She said to Agus, "Don’t come to my birthday party next week and don’t call me anymore." As we know that to construct a reported speech, we have to insert a proper connector to connect the reporting clause to the reported clause. From the datum above, it can be known that the student was experiencing a failure in constructing correct prohibition form of reported speech by joining together the “that” and “not to” connector in one utterance of reported speech. The datum above should be revised into She told Agus not to come to her birthday party the following week and not to call her anymore.

The addition error of connector in reported speech is also found in the datum below

*She told her brother to not to leave her alone that night (Nur Farita/A1/6).

The transformation of the reported speech above comes from the direct speech: She said to her brother, "Don’t leave me alone tonight." The student adds “to” connector after reporting clause in constructing the prohibition form of reported speech. This “to” connector is properly used to connect the reporting clause to the reported clause of command form of reported speech. In this case, the student should only write “not to” connector to connect the reporting clause to the
noun clause of prohibition form of reported speech. The researcher revises the above datum into: *She told her brother not to leave her alone that night.*

The datum of *Retno asked me if where I would live after graduation (Aan PS/S1/23) is also incorrect reported speech because the student adds the “if” connector after reporting clause to connect the reported clause. The student should eliminate the “if” connector to make the correct one. *Retno asked me where I would live after graduation* is the correct utterance of the reported speech.

Another addition error of connector is presented below.

*She told me that not to lend her comic to Siska (Agustina Puspitasari/A1/2) instead of She told me not to lend her comic to Siska.*

*The secretary said to me if I might go in then (Nur Wijayanti/S1/33) instead of The secretary said to me (that) I might go in then.*

2) Addition Error of Article

There are two same data show the addition error of “the” article which is made by the student.

*Nancy reminded him the he had gained 10 kilos the previous year (Dian Isnaini/A1/28) and (Winda Widayanti/A1/28)*

The reported speeches above come from the statement or declarative form of direct speech: “You gained 10 kilos last year,” Nancy reminded him.

The statement or declarative form of reported speech above is incorrect since the students add “the” article after reporting clause. Based on the theory of the construction of statement form of reported speech, the using of “that” connector actually is optional. It means that
the meaning and the grammatical structure of the utterance in statement form of reported speech is still acceptable when this connector is ignored. Hence, to make it correct, this sentence should be revised by omitting “the” article as following: Nancy reminded him *(that)* he had gained 10 kilos the previous year. The researcher writes the “that” connector in the bracket because this connector is optional.

3) **Addition Error of Verb Do**

*She asked him if he had done enjoyed his trip (Esti Rahayu/12/A1/4)*

The reported speech above comes from direct speech: She asked him, “Did you enjoy your trip?”

It is incorrect grammatical structure of the reported speech since the student adds the past participle form of verb “do” after auxiliary verb had. In this reported speech, the auxiliary verb “had” should precede the past participle verb of “enjoyed”. To make the utterance of the reported speech above becomes acceptable; the past participle of verb “do” must be omitted. The correct grammatical structure of the reported speech above is: *She asked him if (whether) he had enjoyed his trip.*

The following datum also indicates the addition error of verb do. The student adds the unnecessary past verb “do” between the subject pronoun “he” and past verb of “go”. This unnecessary item should be eliminated to make this utterance becomes grammatical.

*Fitri wanted to know how often he did went to that cinema (Esti Rahayu/A1/10)* instead of *Fitri wanted to know how often he went to that cinema.*
4) Addition Error of Object Pronoun

There are two data which indicate the addition error of object pronoun.

*Kim said me that he might arrive later (Yongki Subangun/A1/24).

*Kim said me that he might arrive later (Wiki Wulandari/A1/24).

The reported speeches above come from the direct speech: Kim said, “I may arrive later.” These grammatical structures of the reported speech above are incorrect since there is an addition object pronoun of “me”. The presence of this object pronoun is unnecessary because it makes the meaning of the content in reported speech ambiguous. Hence, we have to eliminate the object pronoun of “me” in order to get the proper grammatical structure of the utterance. The result of the revision based on the datum above is as following: Kim said (that) he might arrive later.

5) Addition Error of “to”

*The receptionist asked Amanda if she had to her passport with her (Fatmawati w.m/S1/15)

The direct speech of the utterance of reported speech above is: “Do you have your passport with you?” the receptionist asked Amanda.

The type of the reported speech above must be interrogative reported speech. Since the reported clause in direct speech belongs to present tense and the reporting clause is past tense, we have to back shift the present tense into past tense, change the subject pronoun of
second singular “you” into third singular “she” and also change the object pronoun of second singular “you” into third singular “her”. The words of “you” which has function both as subject pronoun or object pronoun refers to the girl, namely Amanda. The correct grammatical structure of the reported speech above must be: The receptionist asked Amanda if she had her passport with her. In contradictory, based on the datum above, the grammatical structure written by the student is different from the correct one. It seems that the student adds the word “to” after the verb had. The student hypothesizes that by adding the word “to”, it appears a modal of “had to” (harus). Whereas, in the grammatical of English sentences, the modal of “had to” must be followed by the based verb but the student does not give it in the utterance of the reported speech. For example, as in sentence: She had to go. Therefore, the researcher revises the utterance of the reported speech by deleting the word of “to”.

6) Addition Error of Auxiliary Verb “Had”

There is only one datum that shows the addition error of auxiliary verb” had” that is yielded by the student. The error form of the utterance of reported speech that indicates this error type can be read below

*She asked me if I had had seen john recently (Esti Rahayu/A1/30)

The presence of the auxiliary verb “had” above makes the meaning of the sentence ambiguous and makes the structure of the utterance becomes ungrammatical. The student hypothesizes that the presence double “had” above means “telah memiliki” as like in the sentence: I had had two novel series. Furthermore, based on the datum above there
is a past participle verb “seen” that is neglected by the student. Hence, the utterance above should be revised become: She asked me if I had seen John recently.

7) Addition Error of Phoneme

The addition error of phoneme is characterized by the presence of one or more letter in a word. The following datum shows the addition error of phoneme:

*Remo asked me if I would live after *gramduation (Dini Aidila/A1/23).

The student adds the letter of “m” in the word of graduation (noun). The presence of this letter makes an error that belongs to the addition error of phoneme because the word of “*gramduation” does not exist in the English dictionary. The word of “*gramduation” has to be revised become: graduation.

8) Addition Error of Question Marker

This error is characterized by the presence of the question marker which is used in the form of written direct question. The datum below shows the addition error of question marker.

The receptionist asked Amanda if she had to her passport with her? (Fatmawati wm/S1/15).

Actually the utterance of the reported speech above has two addition errors (addition error of “to” and “question marker). To make it grammatical, the word of “to” and the question marker must be eliminated as in: The receptionist asked Amanda if she had her passport with her.
9) Addition Error of subject Pronoun

The researcher finds one datum that shows the addition error of subject pronoun he. The datum can be read in the following utterance of reported speech: *She told Agus he not to come to her birthday party the following week and not to call her anymore (Iksan P/SI/11).

The form of the reported speech above must be prohibition which is characterized by the presence of the “not to” connector. The student should connect directly the “not to” connector after the reporting clause of “She told Agus” without inserting the subject pronoun “he”.

b. Misordering Error

The percentage of misordering error that has been calculated by the researcher is 1.07. It is the lowest percentage among the others. Nevertheless, the lowest rank of this error does not guarantee that the students do not find serious difficulty in forming the correct word order of the reported speech because the researcher also find many misordering errors in the part of the combination error.

The misordering error is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. The researcher finds 31 data of misordering error in the forming of the noun clause. The several data of the misordering error in reported speech can be read below:

*She wanted to know if would Ted and Alice be at the party (Wahyu Saputri/30/A1/34)

The direct speech of the above utterance of the reported speech is: “Will Ted and Alice be at the party?” She asked me.

The grammatical structure of pronominal question of reported speech above is incorrect since the student still arranges the pattern of direct question with the formula “modal + subject + to be + adverb”. To make the
correct interrogative structure of the reported speech, the student should construct the structure of noun clause after the “if” connector as following:

She wanted to know if Ted and Alice would be at the party.

Other misordering errors of reported speech which are written by the students can be also found in the following data:

*She asked me if had I seen John recently (Tri Septiana Dewi/S1/30) instead of She asked me if I had seen John recently,

*Retno asked me where would I live after graduation (Lia Ambarsari/S1/23) instead of Retno asked me where I would live after graduation.

*Rania asked him if would he accompany her to buy a new sweater the following month (Dewi Anggita/S1/7) instead of Rania asked him if he would accompany her to buy a new sweater the following month.
c. Misformation Error

The percentage of the misformation error in this research is 50.52. It is the highest error that yielded by the students. It means that the students find serious difficulty in this matter.

Table 9. Misformation Error

<table>
<thead>
<tr>
<th>No</th>
<th>Misformation Error of</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verb</td>
<td>165</td>
<td>11.28</td>
</tr>
<tr>
<td>2</td>
<td>Possessive Adjective</td>
<td>227</td>
<td>15.52</td>
</tr>
<tr>
<td>3</td>
<td>Subject Pronoun</td>
<td>148</td>
<td>10.12</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrative Pronoun</td>
<td>86</td>
<td>5.88</td>
</tr>
<tr>
<td>5</td>
<td>Object Pronoun</td>
<td>78</td>
<td>5.33</td>
</tr>
<tr>
<td>6</td>
<td>Connector</td>
<td>154</td>
<td>10.53</td>
</tr>
<tr>
<td>7</td>
<td>Adverb</td>
<td>178</td>
<td>12.17</td>
</tr>
<tr>
<td>8</td>
<td>Tense</td>
<td>159</td>
<td>17.7</td>
</tr>
<tr>
<td>9</td>
<td>To Be</td>
<td>32</td>
<td>2.19</td>
</tr>
<tr>
<td>10</td>
<td>Going To</td>
<td>12</td>
<td>0.8</td>
</tr>
<tr>
<td>11</td>
<td>Verb Do</td>
<td>6</td>
<td>0.41</td>
</tr>
<tr>
<td>12</td>
<td>Be Going To</td>
<td>2</td>
<td>0.14</td>
</tr>
<tr>
<td>13</td>
<td>Modal</td>
<td>68</td>
<td>4.65</td>
</tr>
<tr>
<td>14</td>
<td>Adjective</td>
<td>5</td>
<td>0.34</td>
</tr>
<tr>
<td>15</td>
<td>Auxiliary Verb Had</td>
<td>43</td>
<td>2.94</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,463</td>
<td>100</td>
</tr>
</tbody>
</table>

The misformation error occurs when an utterance uses the wrong form of morpheme or structure. A misformation error uses incorrect form of a morpheme in a structure. Consequently, it makes the utterance of the reported speech becomes ungrammatical.

1) Misformation Error of Verb

The reported speech *Rania asked him if he would accompany her to bought a new sweater the following month (Herlina R /S1/7) that comes from direct speech: Rania asked him,”Will you accompany me to buy a new sweater next month?” is incorrect.

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The student makes wrong morpheme of past participle verb of “buy” since there is a pattern of “to infinitive” where the verb 1 must be inserted after to (to + based verb).

The revision of the above datum is as following: *Rania asked him if he would accompany her to buy a new sweater the following month.*

*He asked them not to went into his study (Agustina/S1/22).*  
This second datum also shows the misformation error of verb since the student give verb two of “*went*” after “to infinitive” instead of “to go”. The utterance of the reported speech above should be revised into: *He asked them not to go into his study.*  
The another example of misformation errors of verb can be found in the datum below  
*Faisal asked Siti if she had go to the Solo Grand Mall the previous night (Rini Silitriyowati/A1/8) instead of Faisal asked Siti she had gone to the Solo Grand Mall the previous night.*  
The tense of reported speech above must be past perfect tense because the tense of the reported clause is past tense. The formula of past perfect tense is “subject + had + past participle of verb”. On the contradictory, the datum above shows the morpheme of the based verb of “*go*” rises after auxiliary verb “had”. Therefore, the morpheme of the verb “*go*” should be changed into the past participle of verb “*gone*”.

"commit to user"
2) Misformation Error of Possessive Adjective

Table 10. Misformation Error of Possessive Adjective

<table>
<thead>
<tr>
<th>No</th>
<th>Misformation Error</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Possessive Adjective “his”</td>
<td>50</td>
<td>22.03</td>
</tr>
<tr>
<td>2</td>
<td>Possessive Adjective “their”</td>
<td>100</td>
<td>44.05</td>
</tr>
<tr>
<td>3</td>
<td>Possessive Adjective “my”</td>
<td>28</td>
<td>12.33</td>
</tr>
<tr>
<td>4</td>
<td>Possessive Adjective “her”</td>
<td>49</td>
<td>21.59</td>
</tr>
</tbody>
</table>

The utterance of reported speech *My friends said to me our teacher would go to Singapore the next day (Tri Septiana Dewi/S1/13) that comes from direct speech: My friends said to me, ”Our teacher will go to Singapore tomorrow.” is incorrect because the student fails in transforming the proper possessive adjective.

The possessive adjective of “our teacher” in direct speech above refers to the teacher’s friends of the informer. There are many friends of mine (plural). Hence, the possessive adjective of “our” in direct speech has to be turned into “their”. The revision of the above datum is: My friends said to me (that) their teacher would go to Singapore the next day.

The following datum also shows the misformation error of possessive adjective. *Dewi told them to put they pencils into her bag then (Nur Wijayanti/S1/9). The student writes subject “*they” that precedes the plural noun (pencils) whereas, the correct structure of possessive adjective is “their + plural noun”. Subject pronoun “they” must precede a singular verb. For example, they sing, they eat, they walk, they run, they study, etc.
The datum above should be revised into: *Dewi told them to put their pencils into her bag then.*

3) Misformation Error of Subject Pronoun

Table 11. Misformation Error of Subject Pronoun

<table>
<thead>
<tr>
<th>No</th>
<th>SUBJECT PRONOUN</th>
<th>TOTAL</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>17</td>
<td>11.49</td>
</tr>
<tr>
<td>2</td>
<td>He</td>
<td>56</td>
<td>37.84</td>
</tr>
<tr>
<td>3</td>
<td>She</td>
<td>53</td>
<td>35.81</td>
</tr>
<tr>
<td>4</td>
<td>They</td>
<td>22</td>
<td>14.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>148</td>
<td>100</td>
</tr>
</tbody>
</table>

The datum below shows the misformation error of subject pronoun “she”:

*She wanted to know how he could solve the problem* (Siti Rohkimah/S1/29).

The incorrect grammatical structure of the reported speech above comes from the direct speech: “How can I solve the problem?” She asked me.

The main doer in direct speech above is a female (third singular). She asked me about her question. Then, I re arrange what she said in the pronominal question form of reported speech. Unfortunately, the student falsely hypothesizes the proper subject pronoun by changing the subject pronoun “she” (female third singular) into “*he*” (male third singular). The meaning of the reported speech above becomes confusing since the gender of the female doer changes into the male. The correct subject pronoun above must be “*she*”.

*commit to user*
The revision of the above datum is as following: *She wanted to know how she could solve the problem.*

The following datum of the utterance of reported speech *The secretary said to me you might go in then (Mega Karlina/S1/33)* that comes from direct speech: “You may go in now,” the receptionist said is also incorrect.

The doers in the direct speech above are between receptionist and me. It happened in the past. The subject pronoun of “you” in direct speech reflects “me”. Therefore, the subject pronoun of “you” should be changed into “I”.

The revision of datum above is: *The secretary said to me (that) I might go in then.*

4) Misformation Error of Demonstrative Pronoun

Table 12: Misformation Error of Demonstrative Pronoun

<table>
<thead>
<tr>
<th>NO</th>
<th>Demonstrative Pronoun</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>That</td>
<td>55</td>
<td>63.95</td>
</tr>
<tr>
<td>2</td>
<td>Those</td>
<td>31</td>
<td>36.05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>

The following datum *The doctor told to the nurse to make sure these patients understand the instructions on drugs prescribed (Samuel Bryan/S1/21)* is incorrect. The reported speech above comes from direct speech: “The doctor told to the nurse to make sure these patients understand the instructions on drugs prescribed,” the doctor directed.

*commit to user*
From the datum above, it can be identified that the student yields misformation error of demonstrative pronoun “*these patient”). The student does not know that in constructing the reported speech, the demonstrative pronoun has to be changed. The demonstrative pronoun which is written by the student still stays as in direct speech. In this case, the demonstrative pronoun of “these patients” should be changed into “those patients”. The correct grammatical structure of the reported speech above must be: *The doctor told to the nurse to make sure those patients understand the instructions on drugs prescribed.*

The another example of misformation error of demonstrative pronoun can be found below:

*She warned them to keep out of this room at all times (Mega Karlia/S1/25) instead of She warned them to keep out of this room at all times.*

One of the important things that must be done in transforming the direct into reported speech is that we must change the demonstrative pronoun “this” becomes “that” and “these” becomes “those”. The demonstrative pronouns of “this” and “that” are followed by the singular noun. For example: this book, that book. Meanwhile, the demonstrative pronouns of “these” and “those” are followed by the plural noun. For example: these books, those books.
5) Misformation Error of Object Pronoun

Table 13. Misformation Error of Object Pronoun

<table>
<thead>
<tr>
<th>No</th>
<th>Misformation Error of Object</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Object Pronoun &quot;Her&quot;</td>
<td>51</td>
<td>65.39</td>
</tr>
<tr>
<td>2</td>
<td>Object Pronoun &quot;Them&quot;</td>
<td>12</td>
<td>15.38</td>
</tr>
<tr>
<td>3</td>
<td>Object Pronoun &quot;Me&quot;</td>
<td>1</td>
<td>1.28</td>
</tr>
<tr>
<td>4</td>
<td>Object Pronoun &quot;Him&quot;</td>
<td>13</td>
<td>16.67</td>
</tr>
<tr>
<td>5</td>
<td>Object Pronoun &quot;Him&quot;</td>
<td>1</td>
<td>1.28</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>78</td>
<td>100</td>
</tr>
</tbody>
</table>

The following datum shows the misformation error of object pronoun.

*She told her brother not to leave me alone that night (Ikhsan Pamugar/S1/6).

The direct speech of the reported speech above is: She said to her brother,"Don’t leave me alone tonight."

The datum above shows the misformation error of object pronoun “her”. The main doer of the direct speech above is a female-singular pronoun “she” forbidding her brother to do something. Hence, the singular subject pronoun female “she” must change into third singular object pronoun female “her” not “*me”. The correct utterance of the reported speech above must be: She told her brother not to leave her alone that night.

The another example of the misformation error of object pronoun can be found in the following data...
*She told Agus not to come to her birthday party the following week and not to call she anymore (Devi Yulianti/S1/13) instead of She told Agus not to come to her birthday party the following week and not to call her anymore.

*I told him not to wait for his (Nur Wijayanti/S1/26) instead of I told him not to wait for me.

6) Misformation Error of Connector

Table 14. Misformation Error of Connector

<table>
<thead>
<tr>
<th>No</th>
<th>Connector</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To</td>
<td>102</td>
<td>66.23</td>
</tr>
<tr>
<td>2</td>
<td>not to</td>
<td>35</td>
<td>22.73</td>
</tr>
<tr>
<td>3</td>
<td>If</td>
<td>16</td>
<td>10.39</td>
</tr>
<tr>
<td>4</td>
<td>That</td>
<td>1</td>
<td>0.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>134</td>
<td>100</td>
</tr>
</tbody>
</table>

*I told him Don’t wait for me (Ninik H/S1/26) instead of I told him not to wait for me.

This ungrammatical structure transformation of the reported speech above comes from the direct speech: “Don’t wait for me,” I said to him.

The datum above shows the misformation error of “not to” connector in the form of prohibition of the reported speech. As we know that to construct the prohibition of reported speech, we have to change the phrase “don’t” into “not to”. Unfortunately, the student makes a failure morpheme of “not to” connector. She still uses the phrase “*don’t” which is used as a sign of prohibition in direct speech.
as a connector in reported speech. Furthermore, it should be revised into: *I told him not to wait for me.*

The following datum also shows the misformation error of connector in reported speech. *Ema asked me if check my emails then (Ruben Eka M/Sl/16) instead of Ema asked me to check my emails then.* The reported speech above comes from the direct speech: Ema asked me, “Check your emails now.”

The datum above shows the misformation error of “to” connector since the form of the reported speech is command. In this case, the student writes “if” connector which is used in interrogative form of the reported speech into command form of the reported speech. In this case, the correct connector that should be written in this command form of reported speech must be “to”.

7) Misformation Error of Adverb

*Slamet said to me that he had arrived here with his father the previous night (Agung Tri Atmoko/A1/1).*

The incorrect reported speech above comes from the direct speech: Slamet said to me, “I arrived here with my father last night.”

When we want to construct the statement form of reported speech, we have to change the both adverb of time and adverb of place. There is “here” which its function as an adverb of place in direct speech but the student let it to stay same when he constructs the reported speech. The adverb of place “here” should be changed into “there” in the reported speech.

Furthermore, the revision of the utterance of the reported speech which comes from the datum above is as following: *Slamet said to me that he had arrived there with his father the previous night.*
*Agung asked Ika if she was tired that night (Winda Widayati/A1/17).

This incorrect reported speech above is transformed from the direct speech: Agung asked Ika,”Are you tired now?”

The type of reported speech above is interrogative form of reported speech. The student only makes one error in the utterance, that is, misformation error of adverb of time. To construct the correct reported speech, the adverb of time “now” coming from direct speech should be changed into “then” or “at that time” but the student change it into “*that night*”. Furthermore, the complete form of the correct reported speech should be: Agung asked Ika if she was tired then (at that time).

8) Misformation Error of Tense

Table 15. Misformation Error of Tense

<table>
<thead>
<tr>
<th>No</th>
<th>Misformation Error of Tense</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Past Perfect</td>
<td>83</td>
<td>32.05</td>
</tr>
<tr>
<td>2</td>
<td>Past Tense</td>
<td>132</td>
<td>50.96</td>
</tr>
<tr>
<td>3</td>
<td>Past Future</td>
<td>34</td>
<td>13.13</td>
</tr>
<tr>
<td>4</td>
<td>Past Continuous</td>
<td>10</td>
<td>3.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>259</td>
<td>100</td>
</tr>
</tbody>
</table>

When construct the statement, interrogative, and pronominal question form of reported speech, we have to back shift the tense of reported clause. The researcher finds the error form of tense and its modifiers (misformation of verb, modal, subject pronoun, object pronoun, etc) that are yielded by the students when they want to transform the direct speech into indirect speech.
a) Misformation Error of Past Tense

*The secretary said to me that I might went in then (Ayu Rokhmah/S1/33).

The student transforms the indirect speech above from direct speech: “You may go in now,” the secretary said to me.

The student makes misformation error of past tense with its substance of verb. From the datum above, it can be read that the reporting clause is past tense (The secretary said to me) and the reported clause is present tense (You may go in now). Therefore, to construct the reported speech, the student should back shift the present tense into past tense. In addition, there is a modal “*may” inserts in this utterance that should be changed into past form of modal “might”. In Standard English Grammar, the form of past tense with modal should be followed by based verb “modal + Verb 1”. On the contradictory, the student write past verb “*went” after modal. The correct reported speech from above datum must be: The secretary said to me that I might go in then.

Moreover, this datum below shows the misformation error of past tense with its misformation errors substance. *The secretary said to me that I must went in then (Damai Saputri/S1/33). The student makes misformation error of modal. She takes the same class of modal “*must” to change the modal (may). Besides, she makes misformation error of verb by writing the verb 2 “*went” after modal. It should be modal + based verb.
b) Misformation Error of Past Perfect Tense

The following datum shows the misformation error of past perfect tense *Wulan said to me they hadn’t eat my pizza two days before (Sri Handaynai/S1/18). This incorrect transformation of reported speech comes from the direct speech: Wulan said to me,”We didn’t eat your pizza two days ago.” Since the tense of the reported clause is past tense, the student has to back shift the past tense into past perfect tense. Unfortunately, the misformation error of past perfect tense above occurs since the student write based verb morpheme of “*eat” after the auxiliary verb “had”. The correct formula of the past perfect tense is auxiliary verb “had” precedes the past participle verb. The reported speech above should be revised into: Wulan said to me (that) they had not eaten my pizza two days before.

c) Misformation Error of Past Continuous Tense

*She told them not to turn away when she is talking to them. (Dian isnaini/A1/31).

The tense of reported speech above must be past continuous tense because the tense in reported clause is present continuous but the student falsely construct the indicator of past continuous “to be” with present continuous “to be”. The complete revision is: She told them not to turn away when she was talking to them.

d) Misformation Error of Past Future Tense

*Retno asked me where I would lived after graduation. (Restiyana/A1/23).

The grammatical structure of past future tense above is incorrect because the student writes the wrong morpheme of verb.
In English, the past future tense is characterized by the presence of would + based verb. The morpheme “*lived” above is not the based verb. The above datum should be revised into: Retno asked me where I would live after graduation.

9) Misformation Error of Copulative Verb (To Be)

*Agung asked Ika if she had tired then (Ayunda AF/A1/17).

The misformation error of “to be” above is characterized by the appearance of the auxiliary verb “had”. There is a verb “tired” that must be preceded by a “to be”. Since the tense of the reported clause in direct speech is present tense, the student has to backshift the tense into past tense in reported speech by inserting the past to be “was” between subject “she” and adjective “tired”.

10) Misformation Error of “going to”

The all data of misformation error of “going to” are found in the construction of the past future tense. The data below show us how the misformation error of “going to” occurs.

*She wanted to know what he was went to do the next day. (Dian Isnaini/A1/3).

The type of error above is characterized by the wrong selection of verb morpheme “*went to” instead of “was going to”. The form of tense above must be past future tense because the tense form of reported clause is present future. Besides, the student neglects the restriction of the time marker “the next day” to make the correct grammatical structure of the past future tense. Therefore, this sentence
should be revised into: *She wanted to know what he was going to do the next day.*

Another example of the misformation error of “going to” is presented below:

*Mrs. Nania said to him that she was *went to* postpone that examination in his class the following week (Winda widayanti/A1/5) instead of Mrs. Nania said to him that she was *going to* postpone that examination in his class the following week.

11) Misformation Error of Verb “Do”

This type of error is characterized by the wrong forming morpheme of verb “do”. The researcher only finds three data that show this type of error. In this section, the researcher gives out two data because one of them has the same error of morpheme.

*She wanted to know what he was going to *did* the following day (Winda widayanti/A1/3).

*She wanted to know what he was going to *does* the next day (Mawar Sari/A1/3)

The form of the tense of reported speech above is past continuous tense which is indicated by the presence of “be + going to + based verb”. Unfortunately, the student writes the wrong morpheme of the based verb by attaching the “did” and “does” verb. The researcher revises the “did” and ‘does” into “do”.

12) Misformation Error of “be going to”

The researcher only finds one datum of the misformation error of “be going to”. The wrong forming of the morpheme “*is went to*” indicates this type of the error.
*Mrs Nania said to him that she is went to postpone ... (Ainun Naim/S1/5).

Since the tense of the reported clause is present future tense, the student should transform it into past future tense which is characterized by the presence of “was going to” after subject pronoun. The correct grammatical structure from the revision above is: Mrs Nania said to him that she was going to postpone.

13) Misformation Error of Modal

These types of errors are characterized by the wrong choice of modal and wrong forming of modal.

The first example of the misformation error of modal is in the utterance of reported speech: *The secretary said that the consul may be available then (Reno Ahmad Farhan/S1/32) instead of the secretary said that the consul might be available then.

The presence of the modal in the utterance of the reported speech above is considered as the misformation error of modal because the student does not change the based modal into past modal. The backshift of tense with modal has to be done because the tense of the reporting clause is past and the tense of the reported clause is past present. The datum above should be revised through turning the based form of modal “*may” into past modal “might”.

The second example of the misformation error of modal is in: The secretary said to me that I must go in then instead of The secretary said to me that I must go in then.

This data shows that the misformation error of modal occurs because of the wrong selection of modal morpheme. The student change the modal “may” into “must” instead of “might”.

commit to user
14) Misformation Error of Adjective

The researcher also finds the forming of wrong morpheme of adjectives which are characterized by the addition of suffix. For example is in the utterance of the reported speeches below.

*Agung asked Ika if she was *tired*ing then (Dini Aidila/A1/17).
*She wanted to know how he was *old*ing then (Ika Kurnia Sari/A1/12)
*The receptionist said that the consul might be *available*ed then (Nita Ardiana Sari/A1/32)

The first and second datum above show the wrong morpheme of adjective which are characterized by the presence of suffix “ing”. To get the correct rule, we must omit the suffix from it (tired, old). Meanwhile, the third datum shows the wrong morpheme of adjective which is characterized by the presence of the suffix “d”. The correct adjective is “available”.

15) Misformation Error of Auxiliary Verb “Had”

*She asked me if I *have* seen John recently (Rani Dwi U/A1/30).

The misformation error of auxiliary verb “had” above is characterized by the wrong forming morpheme “*have” because the tense of the above datum must be past perfect tense. Therefore, the correct utterance of the reported speech above is: She asked me if I had seen John recently.
d. Omission Error

Table 16. Omission Error

<table>
<thead>
<tr>
<th>No</th>
<th>Omission Error of</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>phoneme</td>
<td>7</td>
<td>12.28</td>
</tr>
<tr>
<td>2</td>
<td>preposition “at”</td>
<td>9</td>
<td>15.8</td>
</tr>
<tr>
<td>3</td>
<td>not</td>
<td>4</td>
<td>7.02</td>
</tr>
<tr>
<td>4</td>
<td>article “the”</td>
<td>10</td>
<td>17.54</td>
</tr>
<tr>
<td>5</td>
<td>connector</td>
<td>16</td>
<td>28.08</td>
</tr>
<tr>
<td>6</td>
<td>verb do</td>
<td>1</td>
<td>1.75</td>
</tr>
<tr>
<td>7</td>
<td>possessive adjective</td>
<td>4</td>
<td>7.02</td>
</tr>
<tr>
<td>8</td>
<td>question word</td>
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<td>1.75</td>
</tr>
<tr>
<td>9</td>
<td>adverb of time</td>
<td>1</td>
<td>1.75</td>
</tr>
<tr>
<td>10</td>
<td>subject</td>
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<td>1.75</td>
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<td>11</td>
<td>to be</td>
<td>2</td>
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<td>12</td>
<td>adverb of place</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>57</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The omission error occurs when the necessary item is absence in a well-formed utterance. Based on the data, the omission errors occur when an utterance of reported speech loses a part of words or more. The research finds fourteen categories of omission error in reported speech.

1) Omission Error of Phoneme

In this case, a phoneme or more phonemes are deleted from the proper word. The researcher finds several data. The data can be presented below:

*Alfredo asked me if he needed a **gree** in business to start his own business (Fatmawati/S1/20) instead of Alfredo asked me if he needed a degree in business to start his own business.*

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The sentence of reported speech above becomes ungrammatical since the student eliminates two syllables in a word. The correct spelling of noun of the sentence above is “degree”.

The datum below also shows the omission error of phoneme.

*Nancy reminded him that he had gained 10 kilos the previous yer. (Yongki Subangun/S1/28) instead of Nancy reminded him (that) he had gained 10 kilos the previous year.

From the datum above, the researcher finds that the student eliminates one syllable from the noun of “year” into “*yer” which is meaningless.

2) Omission Error of Preposition

*Dewi told them to put their pencils into her bag that time (Winda Widayati/A1/9).

To construct the command form of reported speech, we need to change the adverb of time. The adverb of time coming from direct speech above is “now”, then the student wants to turn it into “at that time” but she is experiencing a failure by eliminating the preposition “at”.

The correct reported speech above should be: Dewi told them to put their pencils into her bag at that time.

3) Omission Error of “not”

*She told me to lend her comic to Siska (Ruben/S1/2).

The type of reported speech above must be prohibition form. This utterance comes from the direct speech: She told me, ”Don’t lend my comic to Siska.” The phrase “don’t” which is used in direct speech indicates the prohibition. Hence, this phrase should be changed into
“not to” in reported speech. Unfortunately, the student eliminates the word of “not”, so it yields the other meaning of reported speech, that is, command’s meaning. The correct reported speech which should be constructed by the student is: *She told me not to lend her comic to Siska.*

Another example shows the omission errors of “not” is as following:

*Wulan said to me that they had eaten my pizza two days before (Dini Aidila/A1/18) instead of Wulan said to me that they had not eaten my pizza two days before.*

4) Omission Error of Article

*My friends said to me that their teacher would go to Singapore next day (Ikhsan Pamugar/S1/13).*

*Mrs. Nania said to him that she was going to postpone that examination in his class following week (Hasna F/A1/5).*

The errors which are got from the datum above occurs since the student does not supply the article “the” before the phrase “next day” and “following week “.

The correct grammatical structure of the reported speech above is as following:

*My friends said to me that their teacher would go to Singapore the next day.*

*Mrs. Nania said to him that she was going to postpone that examination in his class the following week.*
5) Omission Error of Connector

*He asked her she always went to church on Sunday (Devi Yulianti/S1/27).

The reported speech above comes from the direct speech: “Do you always go to church on Sunday?” he asked her.

The error that comes from datum above shows that the “if” or “whether” connector loose from the utterance of reported speech. These connectors are required to connect the reporting clause with the reported clause in the form of interrogative reported speech. The correct utterance of reported speech above should be: He asked her if she always went to church on Sunday.

6) Omission Error of Verb “Do”

*She wanted to know what he was going to the following day (Dewi Murniyati/A1/3).

The absence of verb “do” makes the utterance of direct speech becomes incomplete. The absence of it makes us confusing about the meaning of the utterance.

7) Omission Error of Possessive Adjective

* My friends said to me that teacher would go to Singapore... (Yusuf Hamdani/S1/13).
* Dewi said to them to put pencil into her bag then (Setyo Wisnu/S1/9).

The first datum above comes from the direct speech: My friends said to me, “Our teacher will go to Singapore tomorrow.” The absence
of the possessive adjective “their” indicates the omission error of possessive adjective classification.

The second datum above comes from the direct speech: Dewi said to them, “Put your pencils into my bag now.” The possessive adjective of “your pencils” in direct speech should be changed into “their pencils” but the student ignores the rule by omitting the possessive adjective.

8) Omission Error of Question Word

*She wanted to know she could solve the problem (Sri Handayani/S1/29).

The utterance of the reported speech above is generated from the direct speech: “How can I solve the problem?” She asked me.

Based on the datum above, it can be said that the student fails in constructing of the noun clause form. It happened because the question word looses from the utterance. As we know that the grammatical structure of the noun clause is question word + subject + verb. For example: I don’t know what you do. “What you do” is noun clause. Furthermore, to make grammatical the construction of above reported speech, we must insert the question word of “how” that is brought from the direct question word in reporting clause.

9) Omission Error of Adverb of Time

*...teacher would go to Singapore (Yusuf Hamdani/S1/13).

The utterance of the reported speech above looses an adverb of time. The indirect speech above comes from the direct speech: My friends said to me, “Our teacher will go to Singapore tomorrow.” The
indirect speech should insert the adverb of time “the following day” or “the next day” that is transformed from the adverb of time “tomorrow”.

10) Omission Error of Subject

*The receptionist said that might be available then (Ayu Rohmah K/S1/32).

Based on the datum above, the utterance of reported speech becomes incomplete because the student ignores the presence of the subject. The presence of the subject is crucial because it gives information to us about who the doer is.

11) Omission Error of To Be

*Agung asked Ika if she tired then (Nita Ardiana Sari/A1/17).

The tense of the reported speech must be past tense since the reported clause’s tense is present. The grammatical structure of the above utterance should be “subject + past to be + adjective + adverb of time” but the student neglects the past to be of “was”. The utterance above should be revised into: Agung asked Ika if she was tired then.

12) Omission Error of Adverb of Place

*She said to me he had arrived with his father the previous night (Dini Aidila/A1/1).

The utterance of the reported speech above comes from the direct speech: Slamet said to me,”I arrived here with my father the previous night.” There is an adverb of place of “here” in direct speech
that has to be transformed become “there” in reported speech. Unfortunately, the student ignores the presence of the adverb of place.

e. Combination Error

Combination error comes from the addition error, misformation error, omission error, and misordering or at least two of them join together in an utterance or a sentence. Since there are many various errors that come from the combination errors, the researcher does not give the detail of the kinds of combination errors substances in this chapter. The further information about this part can be read in the appendices. The researcher only gives the research finding about it briefly because the limited of space and time.

1) Combination Error of Misformation and Addition

*Alfredo asked me if he was need a degree in business to start his own business (Jati Brahmantika A1/20) instead of Alfredo asked me if he needed a degree in business to start his own business.

The incorrect transformation of reported speech above comes from the direct speech: “Do I need a degree in business to start my own business?” Alfredo asked me.

The form of the indirect speech is interrogative (yes/no question). The student has to back shift the present tense into past tense. From the datum above, it can be seen that the student fails in forming the grammatical structure of past tense. He adds past to be “was” and he fails in forming the correct morpheme of verb in the utterance of reported speech. He writes the based verb “*need” in this utterance. Whereas, the correct verb form of past tense is verb two. Thus, to make the reported speech becomes acceptable, the student should eliminate the past to be “*was” then write the past participle morpheme of verb tense verb “needed”. Moreover, the reported speech
from the datum above should be revised into: Alfredo asked me if he needed a degree in business to start his own business.

The following datum also shows the combination error of misformation and addition.

*The receptionist said that the consul may had be available then (Luluk M/A1/32).

The incorrect transformation structure of the reported speech above comes from the direct speech: “The consul may be available now,” the receptionist said.

Since the form of the reported speech above is a statement or declarative form, we have to back shift the present tense into past tense. Besides, we must notice that there is a modal “may” that should also be turned into past modal.

From the datum above, the researcher finds that the student fails in forming the grammatical structure of past tense with modal. She still writes the based form of modal “*may” in the utterance of the reported speech. Besides, she adds the auxiliary verb had after modal. To make this utterance of the reported speech becomes grammatical; the student should turn the based modal of “*may” into “might” and eliminate the auxiliary verb “had” from the utterance. Consequently, the correct reported speech of The receptionist said (that) the consul might be available then becomes more meaningful and grammatical.

2) Combination Error of Misformation and Omission

*Mrs. Nania said to him that she going to postpone that examination in his class the following week (Rosiana S.H/IPA1/5).
This incorrect transformation of reported speech above comes from the direct speech: Mrs. Nania said to him, “I am going to postpone this examination in your class next week.”

The form of reported speech above is statement or declarative. Therefore, we have to back shift the present continuous tense into past continuous tense (subject + be going to + based verb). From the datum above, the researcher finds that the student fails in forming the structure of past future tense by omitting the past to be of “was” (misformation error of past future tense). The present of the past to be of “was” is very crucial in order to make this reported speech meaningful and grammatical. Thus, the reported speech should be revised as following: Mrs. Nania said to him that she was going to postpone that examination in his class the following week.

The following datum also shows the combination error between misformation and omission.

*She told Agus not to come her birthday party following week and not to call me anymore (Oktaviana Rinawati/A1/11).

The direct speech of the above datum is: She said to Agus, “Don’t come to my birthday party next week and don’t call me anymore.”

The reported speech above is ungrammatical since there are two items that loose and there is one failure in forming the proper morpheme of object pronoun. These items that are omitted are preposition “to” which shows place (her birthday party) and article “the” which shows time (following week). Then, she writes “*me” as the object pronoun instead of “her” since the female one is the main
person who forbids the other to do something. Thus, the correct reported speech is: *She told Agus not to come to her birthday party the following week and not to call her anymore.*

The following datum also shows the combination error of misformation and omission. *Fransiska asked Yusuf what he had been when she knocked on his door the previous night* (Dini Aidila/A1/14) instead of *Fransiska asked Yusuf what he had been doing when she had knocked on his door the previous night.* From this datum, the researcher finds that the student fails in forming the past perfect continuous tense (misformation error of tense) which is characterized by omitting the verb “doing” (Omission error of verb). Then, the student also fails in forming the past tense which is characterized through the absence of the auxiliary verb had.

3) Combination Error of Misformation and Misordering

*She wanted to know how old was I then* (Hasna F/A1/12) instead of *She wanted to know how old he was then.*

The incorrect transformation of reported speech above is got from the direct speech: She asked him, “How old are you now?”

In this context, I am the informer. To inform it, I rearrange the grammatical structure of the reported speech. The object pronoun who is asked about his age is “him”. It means that the subject pronoun of it is “he”. Unfortunately, the student writes “*I*” as the subject pronoun. Then, the second failure made by the student is about making the good arrangement of word order in noun clause “question word + subject + to be + adverb.” The following reported speech is also incorrect:

*Rania asked him if would his accompany her to buy a new sweater the following month* (Chintami Permata Sari/S1/17).
The reported speech above comes from the direct speech: Rania asked him, “Will you accompany me to buy a new sweater next month?”

First, from the datum above, the researcher finds that the student after reporting clause makes the word order of direct question with the formula “modal + subject + based verb” instead of word order of noun clause “If + subject + modal”.

Second, the student yields misformation error of subject pronoun morpheme by changing it with possessive adjective “*his”. The student writes the possessive “his” before based verb “accompany” instead of “subject + based verb” in “he accompany”. The researcher finds that the student still has limited knowledge in how to write a good arrangement of noun clause. That is, one thing that must be noticed in making a noun clause, the subject always precedes the verb. For example, I do not know what you do. The subject “you” precedes the verb “do”.

Furthermore, the reported speech above should be revised into the following sentence: Rania asked him if he would accompany her to buy a new sweater the following month.

4) Combination Error of: Misformation, Addition, and Misordering

*Retno asked me to where would she live after graduation.

(Etika Santariwati/S1/23).

The direct speech of the reported speech above is: Retno asked me, “Where will you live after graduation?”

From the datum above, the researcher finds three types of errors:
First, the student adds the “to” connector after reporting clause “Retno asked me”.

Second, the student fails in forming the correct morpheme of the subject pronoun. Since the object pronoun which is located in reporting clause is first singular “me”, the student should change it become first singular of subject pronoun of “I” in reported speech.

Third, the student still writes the word order arrangement of direct question with the formula of “modal + subject + based verb” instead of noun clause with the formula “question word + subject + modal + based verb”. The datum above shows that the student has still limited knowledge in making word order in noun clause. This reported speech should be revised become: Retno asked me where I would live after graduation.

5) Combination Error of Misformation, Omission, Addition

*She asked him if he enjoyed did his trip (Setyo Wisnu/S1/4)
Instead of She asked him if he had enjoyed his trip.

To make the reported speech becomes grammatical and acceptable; the student should construct the good formation of grammatical structure of past perfect tense with its substances. Unfortunately, from the datum above the researcher finds three types errors in one utterance of reported speech.

First, the student fails in forming the correct grammatical structure of past perfect tense (misformation error of past perfect tense).

Second, the student eliminates the morpheme of auxiliary verb “had” after the subject pronoun “she” because the tense of the reported speech is past perfect tense. This auxiliary verb should be appeared after the subject.
Third, the student adds the morpheme of past verb “do” which is unnecessary. The morpheme of past verb “do” should be eliminated in order to construct the correct grammatical structure of the reported speech.

The following datum also shows the combination error of misformation, omission, and addition.

*Ema asked me that checks my email then (Afniyah Deny N/S1/16) instead of Ema asked me to check my emails then.

The type of the reported speech above is command form. Then, the datum shows three error types in one utterance of reported speech.

The first error is characterized by the wrong choice of connector. The student writes connector “*that*” which comes from the other types of reported speech, that is, statement or declarative of reported speech. The correct connector that should be used in command form of reported speech is “to”.

Second, the student adds suffix “s” in verb “*checks*”. To make the correct grammatical structure of command form of indirect speech, the student should write to infinitive “to + based verb” instead of “to check”.

Third, the student eliminates the suffix “s” in noun of “*email*”. In constructing the reported speech, we do not need to change the plural noun into singular noun.

6) Combination Errors of Misformation, Addition, Omission, Misordering

*She wanted to know how *did* him that time was (Winda Widayanti/A1/12).
The reported speech above is generated from the direct speech: She asked him, "How old are you now?"

The researcher finds four types of errors join together in one utterance of the reported speech.

First, the form of tense which is expected appear in this reported speech is ungrammatical (misformation error of past tense). The student can not transform present tense into past tense grammatically.

Second, the student eliminates the "old" adjective that should appear to follow the question word of "how" and eliminates the "at" preposition in the phrase of the time marker of "at that time".

Third, the student writes the wrong morpheme of object pronoun "him" that is considered as subject pronoun by the student instead of "he".

Fourth, the student makes the incorrect word order arrangement by writing past to be of "was" behind the sentence. The past to be of "was" should be inserted after the subject pronoun "he" in noun clause (question word + subject + to be + adverb of time).

C. Sources of Error

As a non native speaker of English, the students often find difficulty in mastering English, and then they yields errors. There are many factors that influence the students in mastering English as the foreign language. Since the researcher analyzes the reported speech based on the written data, the researcher finds the interlingual and intralingual error in the research as factors that influence the students’ error in learning English reported speech.

In this research finding, it is found that the calculation of the total number of source of error is 2,178 errors. The total number of the intralingual is 2,116 errors or 97.15%. The total number of the interlingual is 62 errors or 2.85%. Thus, it can be concluded that the interference of the system of target language is more dominant in...
influencing the students’ error of mastering English reported speech. The illustration of the rank of source of errors can be read in the diagram below.

### Diagram of the Source of Error

- **Intralingual**: 2116 errors (97.15%)
- **Interlingual**: 62 errors (2.85%)
- **Total Error**: 2178 errors

#### 1. Interlingual Error

Based on the written data of the reported speech that has been analyzed one by one, the interlingual error occurs when the students try to transfer the structure of Bahasa Indonesia into the target language of English. The interference error is a source of error that comes from the first language interfere the target language of the students. The researcher translates the reported speeches which are written by the students to get the source of error of the interlingual error. Based on his research, the researcher concludes that there are omission, misformation, addition, and misordering error that takes part in influencing the interlingual or interference errors.

The table below shows the error types with their total number and example of the interference structure of reported speech.
Table 17. List of the Interlingual Error

<table>
<thead>
<tr>
<th>No</th>
<th>Error Type</th>
<th>Total</th>
<th>*Example of the utterance</th>
<th>One of the Source of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OE of Connector &quot;to&quot;</td>
<td>8</td>
<td>Ema asked me check my emails then</td>
<td>Anisa Mandirie/A1/16</td>
</tr>
<tr>
<td>2</td>
<td>OE of &quot;to be&quot;</td>
<td>2</td>
<td>Agung asked Ika if she tired then</td>
<td>Dewi Purnama Sari/A1/17</td>
</tr>
<tr>
<td>3</td>
<td>MFE of past tense/verb</td>
<td>10</td>
<td>Alfredo asked me if he *need a degree in business to start his own business.</td>
<td>Afniah Deni/S1/20</td>
</tr>
<tr>
<td>4</td>
<td>MFE of past tense/modal</td>
<td>11</td>
<td>Kim said that he may arrive later.</td>
<td>Elin Astuti/A1/24</td>
</tr>
<tr>
<td>5</td>
<td>AE of connector &quot;to&quot;</td>
<td>13</td>
<td>She told me to not to lend her comic to Siska</td>
<td>Afinah Deni/S1/2</td>
</tr>
<tr>
<td>6</td>
<td>OE of article &quot;the&quot;</td>
<td>8</td>
<td>Mrs. Nania said to him that she was going to postpone that examination in his class following week</td>
<td>Hasna F/A1/5</td>
</tr>
<tr>
<td>7</td>
<td>MORE connector &quot;not to&quot;</td>
<td>6</td>
<td>She told Agus to not come to her birthday party…</td>
<td>Istri Nur Hidayati/S1/11</td>
</tr>
<tr>
<td>8</td>
<td>MFE of past perfect/verb</td>
<td>1</td>
<td>She asked him if he had enjoy his trip.</td>
<td>Dini aidila/A1/4</td>
</tr>
<tr>
<td>9</td>
<td>MFE of connector &quot;if&quot;/MFE of past tense/MFE of verb &quot;had&quot;MFE of object pronounAE of question marker</td>
<td>1</td>
<td>...Do she have her passport with she?</td>
<td>Nur Kusumawati/S1/15</td>
</tr>
<tr>
<td>10</td>
<td>MORE/MFE of past/MFE of Verb</td>
<td>1</td>
<td>Fitri wanted to know how he often go to that cinema.</td>
<td>Ika Kurnia Sari/A1/10</td>
</tr>
<tr>
<td>11</td>
<td>MFE of connector if/MFE of past tense/MFE of verbAE of question marker</td>
<td>1</td>
<td>...Do he need a degree in business to start his own business?</td>
<td>Nur Kusuma Wati/S1/20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explanation of above data:

a. The first datum of *Ema asked me check my emails then (Anisa Mandhirie/A1/16) above shows the interference error which is made by the student by omitting the “to” connector. The omission of “to” connector occurs since there is a difference rule structure of the utterance between English and Bahasa Indonesia. Based on the datum above, the student brings the structure of the utterance of Bahasa Indonesia into English. The presence of the “to” connector is required since it is an obligation that must be done in order to make the meaning of this utterance acceptable. The absence of this connector can also occur since the student does not know the requirement in the utterance of English reported speech. The researcher translates the datum above into Bahasa Indonesia “Ema menyuruhku memeriksa emailku pada waktu itu juga”. When the Indonesia people says it in their language of Bahasa Indonesia, the native speaker of Indonesian still can understand the meaning of this utterance. On the contradiction, when the student transfer this structure of the Bahasa Indonesia reported speech into English without inserting “to” connector, the native speaker of English finds difficulty to understand the content of this utterance since it is ungrammatical.

b. The datum of *Agung asked Ika if she tired then above also shows the interference error (transfer structure) that comes from Bahasa Indonesia’s utterance. This error occurs since the student omits the past to be “was” in this utterance. The sentence of Bahasa Indonesia does not need the term of the “to be” but it becomes a requirement to make the grammatical structure of the English utterance. Indonesia people can say in their utterance “Agung bertanya kepada Ika apakah dia lelah pada waktu itu” without inserting “to be” after subject pronoun. Meanwhile, we have to insert “to be” between subject and adjective in the standard grammatical structure of English.
c. The third datum of *Alfredo asked me if he need a degree in business to start his own business (Afniyah Deni/S1/20) also indicates the transfer structure which is brought from the utterance of Bahasa Indonesia into English. The tense of the reported speech above must be past tense because the tense of reported clause in direct speech is present tense. Moreover, the student does not turn the verb “*need” into past verb. It occurs since the verb in Bahasa Indonesia does not experience any adjustment regulation, then the student let it still stays the same as the based verb as in Bahasa Indonesia analogy. The regulation of the verb transformation is crucial in English because its transformation indicates the type of the tense.

d. The fourth datum of *Kim said that he may arrive later above shows the transfer structure of Bahasa Indonesia into English. The correct grammatical structure of the reported speech above must be: Kim said (that) he might arrive later. The tense of the reported above must be past tense since the tense of the reported clause is present tense. Unfortunately, the student still writes the based form of modal in past tense because the utterance of Bahasa Indonesia has no regulation of the changing of modal or verb as in English.

e. The fifth datum of *She told me to not to lend her comic to Siska (Afniyah Deni/S1/2) shows the interference (transfer structure) which occurs because the student adds the “to” connector after reporting clause “she told me”. This transfer structure is got from the analogy of the grammatical structure of Bahasa Indonesia “Dia menyuruhku agar jangan meminjamkan komiknya kepada Siska.” The student translates the phrase of “to not to” as “agar jangan”.

f. The sixth datum shows the interference error that comes from Bahasa Indonesia sturcture which is characterized by the absence of article “the”. It occurs since the sentence of Bahasa Indonesia has no regulation of article.
g. Based on the seventh datum, the student transfers the structure of Bahasa Indonesia “untuk tidak” as “*to not” instead of “not to”.

h. The eighth datum of *...Do she have her passport with she? Indicates the transfer structure that is brought by Bahasa Indonesia “apakah dia memiliki pasportnya dengan dia?” The student translates the word of Bahasa Indonesia “apakah” as “*do” in English instead of “if”. Then, the verb of “memiliki” is translated as based verb of “*have” instead of “had”. The verb of “*have” appears since the verb of Bahasa Indonesia has no regulation about an adjustment of verb. Then, the object pronoun of “dia perempuan” is translated as “*she” instead of “her”. It occurs since the Bahasa Indonesia has no regulation about the differentiation between third singular of subject and object pronoun so that the student brings the analogy of “she” as object pronoun, that has a meaning of “dia” in Bahasa Indonesia. For example, the Bahasa Indonesia’s word of “dia” appears in the sentence Ayu(female) mencintai dia (male:Agus). Dia (male:Agus) mencintai dia (female: Ayu). Dia (male:Agus) mencintai dia (female: Ayu). These utterances indicate that the third singular (subject/object) of male and female in Bahasa Indonesia has no differentiation. On the other side, the contradiction can be known clearly when we compare these utterances with the English sentences as in Ayu (female) loves him (Agus) or as in Agus loves her (Ayu); He loves her; She loves him. Moreover, the correct utterance of the above datum must be: if she had her passport with her.

i. The ninth datum of *Fitri wanted to know how he often go to that cinema also characterizes the interference which comes from Bahasa Indonesia. The above utterance has an analogy of Bahasa Indonesia utterance as Fitri mau tahu bagaimana dia sering pergi ke bioskop itu. The misordering error of the united phrase “how often” becomes “*how he often” and the misformation error of verb “*go” instead of “went” indicate that the student brings the
structure of Bahasa Indonesia into English. The utterance of above datum should be revised into: *Fitri wanted to know how often he went to that cinema.*

j. The tenth datum of the utterance of *Do he need a degree in business to start his own business?* Also characterizes the interference error that is influenced by the Bahasa Indonesia structure. The student translates the interrogative word of Bahasa Indonesia “apakah” as “*do*” instead of “if”. Then, the student also let the verb “*need*” stays the same because the student has an analogy that the verb of Bahasa Indonesia never experiences any changing. The verb of “*need*” has to be changed into past verb because the tense of the reported clause is present.

2. Intralingual Error.

Intralingual error occurs since the students find difficulty in learning the target language. This problem occurs since the unique characteristics that come from the target language (English). The students make a deviant structure that is derived from other structure in target language which is not appropriately applied.

The researcher finds the overgeneralizations, incomplete application of rules, ignorance of rule restriction, and false concept hypothesized that belong to the part of the intralingual error.

The following data show the intralingual errors that influence the students’ errors in mastering the English reported speech.

Table 18. Intralingual Error

<table>
<thead>
<tr>
<th>NO</th>
<th><em>Reported Speech</em></th>
<th>Intralingual Error</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agung asked Ika if she was <em>tireding</em> then.</td>
<td>Overgeneralization</td>
<td>My friends said to me that their teacher would go to Singapore the next day.</td>
</tr>
</tbody>
</table>
The receptionist said that might be available then (Ayu Rohmah K).

Mrs. Nania said to him that she was *went to postpone this examination in his class the following week (Ria Purnami/S1/5).

*My friends said to me that *our teacher would go to Singapore the following day (Ayunda AF/A1/13).

Explanation of above data:

a. Overgeneralization

The first datum of the utterance of reported speech *Agung asked Ika if she was tireding then belongs to the overgeneralization of the intralingual error because the student overgeneralizes the adjective tired by adding the suffix “ing” as in the analogy of the verb of “continuous/progressive tense”. Because the tense of the utterance must be past tense, the researcher revises it become: **Agung asked Ika if she was tired then**.

Other examples that show the overgeneralization of the intralingual errors are:

1) *She asked me if had I seen John recently instead of She asked me if I had seen John recently.

It happened because the student has got an experience of learning the direct question. The experience of the learning direct question influences the student to bring this analogy into the other deviant structure of the utterance. For example, the student has an analogy of direct question that has been learnt as in the sentence “What did you
do yesterday?”, then the student brings it by over generalizing in the sentence “*I did not know what did you do yesterday” instead of “I did not know what you did yesterday.”

2) *He asked her if to she always gone to church on Sunday instead of He asked her if she always went to church on Sunday.

Based on the datum above, there is addition “to” connector and past participle of verb “gone” that is over generalized by the student. It happened because the student has got experienced in learning the other connectors of the reported speech, then the student insert it with the another connector join together. Based on the above datum, we can see that there are connector “if” and “to” join together. The correct reported speech only needs one proper connector to connect the reporting clause with the reported clause. Since the type of the reported speech above is interrogative, the “if” or “whether” connector should insert there. Besides, the student over generalizes the verb “went” into “*gone”. The verb “*gone” is got from the analogy of the past participle (example: I have gone). Since the tense of the reported speech above is past, the past verb of “went” should appear there.

3) *The doctor told to the nurse to made sure those patients understood the instructions on drugs prescribed (Ria Purnami/S1/21) instead of The doctor told to the nurse to make sure those patients understand the instructions on drugs prescribed.

Based on the datum above, the student over generalizes the based verb “make” with the past participle verb “*to made” instead of “to make” and verb “*understood” instead of “understand”. It happened because the student has ever learnt another concept of the grammatical structure of past participle, then she brings it into the utterance of the reported speech above.

commit to user
b. Incomplete Application of Rules

The second datum shows the incomplete application of rule of the intralingual error which is characterized by the absence of the item “subject”. In English, a good sentence has to have subject and predicate to make it meaningful and grammatical. For example is in the sentence: Justin Bieber sings. Based on the sentence, people can know who the doer is and what the doer does because the sentence fulfills the requirement of the standard grammatical structure of the sentence that is characterized by the presence of the subject “Justin Bieber” and the predicate “sings”. Moreover, to make the utterance of the reported speech above become meaningful and grammatical, the researcher inserts the subject of “the consul”. Now we know who the subject is.

c. Ignorance of the Rule Restriction

The third datum above belongs to the ignorance of the rule restriction because the student neglects or ignores the restriction of the time marker of “the following week”. This time marker refers to the construction of the past future tense, so that the student has to write the “was going to” after subject pronoun.

d. False Concept Hypothesized

In this research, the false concept hypothesized is characterized by the failure of the student in providing the exact item or morpheme that has to appear in the reported speech because the student has a wrong or false concept about the items or morphemes. Most of the students falsely hypothesized the concept of possessive, subject pronoun, object pronoun, connector, adverb of time, and adverb of place. It happened because the student hardly differentiates and often misinterprets those items.
The above datum record shows that the student writes the possessive adjective of “their” incorrectly. The direct speech of the above utterance is: My friends said to me,”Our teacher would go to Singapore tomorrow.” The possessive adjective of “*our teacher” should be adjusted into “their teacher” because the teacher is owned by them (my friends: plural).

From this evaluation, it can be concluded that the student has a false concept hypothesized related to the using of possessive adjective in forming the reported speech.

The other research findings of the false concept hypothesized are also presented below:

1) *She wanted to know what him was going to do the following day (Hasna F/A1/3) instead of She wanted to know what he was going to do the following day.

The datum record above indicates that the student writes the subject pronoun incorrectly. It occurs since the student hypothesizes the object pronoun “*him” has a function as subject pronoun instead of “he”.

2) *She told her brother not to leave she alone that night (Lusi Dewi Aprilia/A1/6) instead of She told her brother not to leave her alone that night.

The datum above indicates the forming of the wrong object pronoun. The student hypothesizes the subject pronoun “*she” has a function as the object pronoun instead of “her”.

3) *Ema asked me if check my e-mails then (Herlina R/S1/16) instead of Ema asked me to check my e-mails then.

The datum above shows that the student falsely hypothesized the “*if” connector has a function to construct the command form of reported speech instead of “to”.
4) *Slamet said to me that he had arrived *here* with his father the previous night* (Dewi Murniyati/A1/1) instead of Slamet said to me that he had arrived *there* with his father the previous night.

Based on the datum above, the false concept hypothesized of the adverb of place “here” occurs because the student has a lack hypothesized about the adverb.

5) *Dewi told them to put their pencils into her bag *before* (Nur Farita/A1/9) instead of Dewi told them to put their pencils into her bag *then*.

The datum above shows the false concept hypothesized of the adverb of time.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The sympathetic that rises from the bottom of the researcher’s heart during the apprenticeship related to the lack of the students’ mastering of English reported speech arouses the researcher to conduct a grammatical error analysis in students’ reported speech. The research was conducted in SMA Negeri Gondangrejo Karanganyar of 2010/2011 academic year. According to the English teacher there, the reported speech had been taught to them the previous year (tenth grade) but the students had still found difficulty when the topic about the reported speech had come again in eleventh grade.

The problem statements that want to be answered from this research are what types of errors yielded by the students are, what the highest error frequency is, and what the factors influencing the students in constructing the reported speech are.

The result of the research finding is got from seventy nine students that come from eleventh grade of IPA 1 and IPS 1. The research gave them thirty five items English direct speech to be transformed into English reported speech. In conducting the research, the researcher uses the quantitative descriptive method with the approach of error analysis procedure.

Based on the research finding in chapter four, the researcher draws the conclusion as following:

1. Based on the surface taxonomy strategy, the researcher finds five types of error. They are addition error, omission error, misformation error, misordering error, and combination error. The total error of them is 2,897.

2. The researcher finds that misformation error is the largest percentage of the error among the others, that is, 50.5 percent. It happened because in transforming direct speech into reported speech, the students are required to transform some items in exact morpheme. Unfortunately, most of the students
still find difficulty which is characterized by the false forming of the items, such as, false in forming subject pronoun, possessive adjective, object pronoun, tense, demonstrative pronoun, modal, and verb. The combination error comes to the second rank (44.48 percent). Based on the research finding, the combination error consists of many various errors. The combination error indicates that the students find serious difficulty when in the one utterance consists of more than one substance that has to be turned. The next type of error comes from omission error (1.97 percent), addition error (1.66 percent), and misordering error (1.07 percent).

3. Based on the factors or sources that influence the students in constructing the reported speech, the researcher finds the interlingual error and intralingual error. The total of the sources of error is 2,178 error. Furthermore, the percentage of the interlingual is only 2.85 percent and the intralingual error is 97.15 percent. It means that the grammatical structure of their mother tongue only has a little influence in the process of the construction of reported speech. On the contradiction, the intralingual error has the most dominant factor in transforming the direct into the reported speech. Based on the research finding, the intralingual error occurs because the influence of the first students’ acquirement of the English grammatical structure, then they apply it in the construction of the reported speech’s structure even though it belongs to the deviant structure.

B. Implication

The research finding of the thesis which has been discussed before has a crucial implication to the teaching of English. It can be said that this research can be used as a base of the English teacher to measure the capability of the students in making a proper grammatical structure of the standard English utterance and to measure the capability of the student in understanding the message comes from an
utterance, so that they can report the information that comes from direct speech into the form of the reported speech. If the students can fulfill the requirements of the construction of reported speech, it is possible that they can develop their English skill to inform something in good grammatical structure and acceptable meaning. The mastering of the English reported speech can also be practiced in the writing form, for example in the narrative text.

The research finding of the thesis can also be used as the feedback to the teacher and to the students in knowing what part that becomes the most dominant error and the most difficult part in constructing the reported speech. Consequently, the teacher can choose what the best teaching method to make the students in mastering the grammatical structure of the utterance of reported speech. Besides, the research finding on this paper also can be used to reduce the most dominant error.

C. Suggestion

Based on the research finding, the researcher gives some suggestions as following:

1. First, to the teacher

The teacher has to give further explanation about the understanding of the part of speech. For example about the concept of the subject pronoun, object pronoun, verb, possessive adjective, adverb of time and place, so on. This suggestion is better done because based on the research finding there are many misinformation errors in choosing the exact morpheme of the utterance. It is characterized through the false concept hypothesized of the proper morpheme that has to be applied. The researcher finds many data that show the students falsely hypothesized the possessive adjective as the subject pronoun,
demonstrative pronoun as adverb of time, object pronoun as subject pronoun, and many more.

The mastering of the English reported speech also requires the understanding of the context and situational happened in one utterance of the direct speech. The researcher advises to the teacher to create interesting teaching method, for example, after giving the explanation about the rule of the English reported speech, the teacher divides the class into some group. One group must consist of three students. The two students make a conversation; meanwhile, the one student plays the role as the reporter or news anchor. The role play must be presented in front of the class. Therefore, the teacher may analyze what the student says, and then when the teacher find errors in the utterance of the reported speech, the teacher can revise and explain about what the errors are and how to revise it becomes the good utterance of the reported speech. Besides, the teacher has to give more exercises and give evaluation about the construction of the reported speech.

2. Second, to the students

The researcher advices to the students to make a habitual in reading English book or article and listening English audio, such as, English news in television or radio. Therefore, from this habitual, the students slowly but sure can understand the standard grammatical concept in English. After comprehending the standard concept grammatical of the English, the students can bring the concept into English reported speech. Then, they can practice it with their classmate. Moreover, one quote that must be remembered and must be practiced is that “practice makes perfect”.