

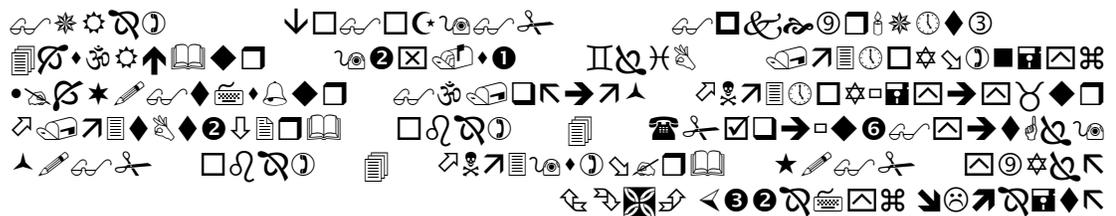
CHAPTER I

INTRODUCTION

A. Rationale

Human beings are social creatures in this world, who cannot live without other people; Human beings need a mean of communication that is, a language.¹Language is the medium by which people express their experienc and their ideas of the word in which they live.²

Human beings use different languages in their communication. These differences show that Allah is the Creator and the Master of this world and all everything for the happiness of human beings. He said in The Holy Koran in Al-Hujurat verse 13 as the following.



Allah explained that it is important for human beings to know and interact with other people in their lives. because of different people, different races and different nations in the world. Since they are different of course, they use different languages to communicate. So, language is not only used to interact with another but

¹ Departemin Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia* (Jakarta: 1991), p 77

² Mary Finocchiaro, *English as a Second Language From Theory to Practice*, (New York: Regents Publishing Company inc, 1974), p 6.

also used to communicate with others, share the information, and develop sciences and technology.

Language is an important factor in life. By using language someone can easily communicate with other people. Language is used to deliver messages, express ideas, thoughts and feelings toward others. All normal people in the world can speak; no group of people without a spoken language. Language is universal; all normal human beings in community understand and speak well enough to carry out every activity of human life³

From the description above, it can be seen that language is a means to interact or communicate in daily activity to express people thought, idea or feeling. The need to communicate is felt when they want to tell some information or messages to others, because they live in group in this world. This activity, however, is done as a way to fulfill their needs as human beings.

In learning English, there are four skills that must be developed and mastered by the students. The four skills are listening, speaking, reading, and writing.⁴ Actually, the four skills are untied. Each skill has a close relationship to others.

³ Marry Fhinocchiaro, *op.cit* , p.2.

⁴ Henry Guntur Tarigan, *Write Like a Speaking Skill*, (Bandung: Angkasa 1985), P.1

Grammar may be roughly defined as the way language manipulates and combines words (or bits of word) in order to form longer units of meaning.⁵ Grammar concerns with the form of straight of languages and therefore includes the study of syntactical and morphological system of that language. So, by mastering the grammar, the learners will be able to create sentences appropriately according to patterns. Moreover, the sentences that are grammatically correct will be more meaningful and easier to be understood. So, grammar of a language will determine the meaning of the sentences in that language.

A part of the grammar which will be discussed in this thesis is direct speech and indirect speech. It is two of important parts that belong to components of English grammar, and the students should master it. Direct and indirect speeches are two of important aspects in teaching-learning English.

Direct speech and indirect speech are used to express what others have said. It is also useful in writing a paper at college level. In this case, it involves paraphrasing and summarizing what different authors have said. The other term of reported speech is indirect speech which refers to a sentence reporting what someone said. It is almost always used in spoken English. People use reported verbs like ‘say’, ‘tell’, and ‘ask’, to introduce the reported words⁶. Direct speech repeats, or quotes, the exact spoken words. When using direct speech in writing, people place the spoken

⁵Penny UR, *Grammar Practice Activities*, (New York: Cambridge University Press, 1990), p.4

⁶ [Http://www.Esl.About.com/./Reported Speech.htm](http://www.Esl.About.com/./Reported%20Speech.htm). Excised on December 31, 2009

words between inverted commas ("...") and there is no change in these words. On other hand, the tense used to express the idea is also an important factor. In direct speech the speakers gives the exact words. For example: She said, "*I go to school every day.*" Direct speech is found in conversation, novel and other. In indirect speech the reporter repeats and gives report the original speaker's speech. Indirect speech is normally used when conversation is reported verbally. When a writer turns the direct speech into indirect speech, some changes are usually necessary, such as tenses, pronoun, modal and adverb of time, and these are most studied by considering statement's, questions and comma separately. For example, *He said, "I go to school every day."* becomes *He said (that) he went to school every day.*

In reality, many students in certain school still have difficulties in making sentence or forming sentences. Some cast understand differences between direct and indirect speech, even in making reported speech. Based on that fact, the writer is interested to study this English grammar by making a research on the title: **The Analysis of Students' Errors In Using Direct and Indirect Speech in The First Grade of SMAN 1 Muara Uya Tanjung Regency in the Academic Year of 2010-2011**

To avoid misinterpretation toward the title, the writer will explain some terms as follows:

1. Analysis: is separating or breaking up the whole into its parts,⁷.The analysis the writer means here is to study.
2. The student: are persons who learn in English subject⁸. They are students of The First Grade of SMAN 1 Muara Uya.
3. Errors: are something done in wrong mistakes⁹. Errors discussed in this research are about the student's errors in using direct and indirect speech.
4. Direct speech: is used to report what someone says by giving their actual words.
5. Indirect speech: mean (grammar) reporting of what somebody has said, without using his or her actual word.¹⁰

B. Formulation of the Problem

Concerning with the topic, the problem in this research can be formulated as follows:

1. How is the degree of the first grade student's 'errors in using direct and indirect speech?

⁷ Victoria Nonfeidt and David B. *Wrester's New Word College Dictionary* Third Edition,(America: Macmillan, 1996), p.49.

⁸ Chaire Higgleton and Anna Seaton, *Chambers Essential English Dictionary*,(British: British Nasinal Corpus, 1995) p.50

⁹ AS. Hornby, *Oxford Advanced Learner's Dictionary Of Current English*. (New York: Oxford University Press, Fifth Edition). P 390

¹⁰ Martin H. Manser, *Oxford Learner's Pocket Dictionary*,(New York: Oxford University Press,1995, New Edition,) p. 448 and 1342

2. What kinds of errors are usually made by the first grade students of SMAN I Muara Uya in using direct and indirect speech

C. Reasons for Choosing the Title

There are some reasons of choosing this title, they are:

1. Grammar (especially direct and indirect speech) is two important things to be mastered in order the students can speak and write English easily.
2. Most students including the SMAN1 Muara Uya are assumed not to have understood the use of direct and indirect speech.

D The Purposes of Research

The Purposes of the study is as follows:

1. To find out the degree of the first grade students' errors in using Direct and Indirect speech
- 2 To better understand the types of errors that is made by the first grade students at SMAN 1 Muara uya.
- 3 To better understand the factors that influences the students making error in using Direct and Indirect speech.

E. Significance of the Research

This research has significance as follows:

- 1 .This information is important for the English teacher, especially at SMAN1 who want to increase and develop their student's quality in learning English.
- 2 The result will enlarge and improve the students' understanding about direct speech and indirect speech can be applied either in writing and speaking.
- 3 This research enriches the writer's knowledge and experience quantitatively

F. Organization of the contents

This research is divided into five chapters as follows:

The first chapter is introduction that covers rationale, formulation of the problems, reasons for choosing the title, purposes of research, significances of research, and organization of contents.

The second chapter is theoretical review on related field that covers definition of errors, the definition of Direct and Indirect Speech, the Patterns of Direct and Indirect Speech, the Types of Direct Speech and Indirect Speech, and the use of reported speech.

The third chapter is method of research that covers population and sample of research, data and source of data, techniques of data collecting, techniques of data processing and analysis, and research procedure.

The fourth chapter is the report of research result that covers general description of research location, data presentation, and data analysis. The last chapter is the fifth chapter that covers conclusion and suggestions.