

STUDENTS ERROR IN WRITING REPORTED SPEECH (A Case Study at the Eleventh Grade of SMK Ma'arif Nu Kajen)

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Language is use for communication with other people. communicate with other people we can use writing and speaking. However, in language have grammar structure to make easy the receiver to understand what the message want to deliver. Grammar in simple way is a set of word and then combine and arrange become a sentence. In the part of grammar there is material talk about reported speech. is a means of expressing content statement, question or other utterances, without quoting them explicitly as is done in direct speech. However, the students sometime make error. The error make by the student the analyzed. The error analysis always occurs in grammar. The data analysed are exercise consist of 10 question. The method used is descriptive qualitative. The results of this research is the student make error in vocabulary, error in use "to be" and "auxiliary" and error in use pronoun. There is some factor why student makes error: internal factor come from the student is mastering in vocabulary, how quickly student can understand the explanation from teacher and how clearly the teacher explaining the material to the student.

Keywords: grammar, error analysis, reported speech.

INTRODUCTION

According to Brown (2000: 5), Language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibly with one another. Most of the school in the world put that in in learning. As a foreign language, learners start from basic start from spelling alphabet, name of the object and many. After that, learner mastering basic for grammar. One of the language is English.

In every school we learn English from basic like spelling word about animal, transportation, places, etc and how to say it. And then we learn to write that word just we say. And then we are going to the next level is learn about tense start from in junior high school. In this level we learn carefully about this subject from the teacher. Start from about the structure in every tenses. Generally in every sentence have tense and the tenses basically have two component first is time; is to show when the activities happen. Second is event (activities, condition, incident). We have conclusion

about tense is something can be chance have influence from time event and if we want it write a sentence automatically we write a tense. Basically both of them cannot be separate.

According to Swan (2005:19) in the book *Practical English Usage*. According to him, grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning. Grammar is basic to arrange and combine words by word into sentences to show the meaning.

One of the part in grammar is Reported speech. One of main part in learning English. Reported speech is a means of expressing content statement, question or other utterances, without quoting them explicitly as is done in direct speech. In this part is require some basic about tenses. As foreign learners, difficult to mastering all of the tenses. All of the tenses structure is same but have little different in “to be” and in verb based on the sentences in use. Even many foreign have difficult in this learner and make some error.

Error is normal. Every learner make error in first time learn. Even people or learner mastering this part sometime makes error in verbal or deverbal. According to Ellis (2008), an error is a deviation in learner language which results from lack of knowledge of the correct rule (pp. 971, 961). Error is a something happened when we lack about the rule of make a sentence. That is why learner sometime make error.

Based on the error who made by the learners, error can it be analysis. The two

major causes of error, coined by the Error Analysis approach, are the Interlingual error which is an error made by the Learner’s Linguistic background and Native language interference, and the Intralingual error which is the error committed by the learners when they misuse some Target Language rules, considering that the error cause lies within and between the target language itself and the Learners false application of certain target language rules.

Learners possible make error in that way, even simple error. There is analytical study error analysis of reported speech from learners based on explanation from the above “*Student error in Writing Reported Speech (A case Study at The Eleventh Grade of SMK Ma’arif Nu Kajen)*.”

RESEARCH METHOD

Method research is scientific way of getting data with a particular purpose and usefulness. Achieve the necessary goals relevant method are required to achieve desired goals (sugiyono 2016:1).

The method used in this research is descriptive qualitative method. Qualitative approach uses data in the form of sentences. The data analysed is collect doing some little test to the learner reported speech. Analysis the result with read the answer from the test and the give mark which is error. Data analysis technique: 1). The researcher given an exercise consist of 10 question. 2). Collect the exercise after the student work it. 3) Analysis the answer

from the student and classified what type of error students make. 4). Make conclusion.

Descriptive qualitative according to Sugiyono (2013) states that the qualitative data analysis is inductive, that is an analysis based on the data obtained, then developed a certain relationship pattern or become a hypothesis. Bogdan and Biklen (1992) states that the document could be a personal document and an official document. Document analyzed in this research use exercise consist of 10 question.

RESULT AND DISCUSSION

Discussion

From the data that has been researched there are some error who made by the learners about reported speech. Data is taken by some exercise that learner doing.

There are some exercise consist 10 question for learner doing.

1. Sarah said "I will invite you to my birthday party"

She said that she would invite me to her birthday party.

2. Anderson said "I will turn twenty today".

He said that he would turn twenty that day.

3. Jack said "Things will get better"

He said that thigs would get better.

4. The doctor said "Your aunt doesn't need an operation".

The doctor said that my aunt doesn't need an operation.

5. Sally told me "I will help you finish your homework".

She told me that she would help me finish my homework.

6. Dean said "I will pass the exam"

He said that he would pass the exam.

7. Sam told me "I have seen this movie"

Hhe told me that he had seen the movie.

8. Martha said "I can speak Spanish fluently".

She said that she could speak Spanish fluently.

9. Jacob told lea "I will not go swimming with you".

He told her that he wouldn't go swimming with her.

10. Tommy said "I have finished my lunch".

He said that he had finished his lunch.

The Discussion of Research Results

The research data that source from this document consists of 10 question which is that answer by the learner. The data identified are word and sentences. In the results of the test find some errors.

Errors in vocabulary

Vocabulary or word-stock is a set familiar words within a person's language. This case students some write error in word, like example the answer from student in number 3 in word "better" which is the learner just put in word "Better" with one alphabet "t" is become "beter". The answer from the students is "he said that things would get beter".

Another student make error in the same way but in different which is in number 9 with word "swimming" which is

the student forgot to put double “m” in that words and the answer from students is “swiming”.

Another student in number 8 with words “fluently”, the student write down in the answer is “fluenly” without “t”. In another student based on the answer where the case of omission lack of the students make error. Relatively based on the answer from the student there is no another error beside omission. However in vocabulary some student have difficult to memorize.

Error in use “to be” and “auxiliary verb”

In this case the student not be change the “to be” from form 1 into form 2. Sometime the learner forgot the form of the sentences. in this case in sentence the student make error in words “Would” for form in indirect speech but the students write down in the answer still using form 1 use “will”. Still in use form future tenses not in past future tense. The sentences “I will pass the exam” which is correct the answer is “He said that he would pass the exam”. But the student still write “He said that he will pass in the exam”.

Another student makes error in exercise which is in to be “Have” which is to be in form present perfect tense. Present perfect tense is to show activities which is still going or just finishing up. The sentences “I have seen this movie”. The answer from the students “He have seen that movie”. The students not change to be in past perfect tense which is the correct answer “He had seen that movie”.

Another student made some error in question use “can” which is an auxiliary verb or modal. Auxiliary verbs use for to show the ability and possibility, make a request, ask for given permission. The learner make error in same way still use in form 1. The answer from the students is “she can speak Spanish fluently”. The answer from the students still use auxiliary verb form 1 which is use form direct speech. The correct answer is “She could speak Spanish fluently”. However, there is some error in this point.

Errors in the Use of Pronoun

Pronoun is used to replace noun which can be a person, an object, an animal, or an abstract concept. In exercise find some error that student make. In the question number 10 the students make error in pronoun the sentences, *Tommy said “I have finished my lunch”*. The answer from the students is *He said that Tommy had finished his lunch*. the student forgot to change the pronoun of person is *Tommy* which is in the answer must use pronoun *He*. Pronoun to show that tommy is a male. Another error for pronoun *He* in question number

Another student make error in the same way in question number *Martha said “I can speak Spanish fluently”*. The correct answer *She said that she could speak Spanish fluently*. The students make error pronoun *she* which is the pronoun to show that Martha is male. The answer from the student *She said that Martha could speak*

Spanish fluently. the student not use pronoun *She* to show that Martha is a girl.

The students make error in question number 4 the sentences is *The doctor said "Your aunt doesn't need an operation"*. the answer for that question is *the doctor said that my aunt doesn't need an operation*. The students make error in pronoun *My* which is the pronoun *My* is use to show *the aunt* is to refer to possession and 'belonging'.

Factor the Students Makes Error

There is some factor which is why the students make error in this topic. However, most of the student just study when the test closely or quiz. that is why the student frequently make error in doing answering quiz or test, especially in mastering of vocabulary. The student frequently used simple vocabulary because is easy to memorizing. That is why, the student less in mastering of vocabulary. Especially in vocabulary which is difficult to write. Although, the student learning about the vocabulary in the school which is difficult to write, sometimes still makes error dependent from skill memorizing in every student.

Another factor come from the student itself is how quickly did they understand of material which is deliver from the teacher. As we know, each student had different level to understanding the material. They are not same. Each student had point plus in something. There is student can understand quickly, and the other one still try to understand. When the

teacher after explaining they always ask to the student "understand?" but and the student just say "yes", because they think want to finish quickly not to waste of time. Although they are just say "yes", They are still to understand by itself. Sometimes the students ask when they are doing exercise in class and student which is not understand become understand quickly. After the material finish in that day sometime they will forget it.

There is another factor is come from the teacher. it is dependent how the teacher delivered the material. it is take effect how the student quickly understand about the material from the teacher. Students also have difficulties because of this, because the teacher in deliver about material it is difficult to understand by the student or the material the teacher explain is easy to understand but voice from the teacher is soft or not loud. Based on point of view from the teacher, the voice is loud. Especially the student seat in the back of the class. It can also the teacher speak is too fast. Sometime the student complaint to the teacher because the material from the teacher is deliver too fast.

CONCLUSION AND SUGESTIONS

Conclusion

1. There are some errors occurs in exercise consist of 10 question. There is errors in vocabulary, error in use "*to be*" and "*auxiliary*" and errors in use pronoun.
2. There is some factor the students make error is come from the student itself and from the teacher.

Suggestions

1. It is advisable to the reader to be more to mastering vocabulary, using in “*to be*” and “*auxiliary*”, and pronoun. Checked in doing some exercise and verify.
2. The results of this study can provide benefits to the reader and can be used as a reference in conducting research related to the Grammatical Errors.

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