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AN ERROR ANALYSIS ON DIRECT SPEECH MADE BY STUDENTS IN WRITING NARRATIVE TEXT AT THE TENTH GRADE OF SMAN 7 KEDIRI

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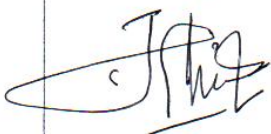
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AN ERROR ANALYSIS ON DIRECT SPEECH MADE BY STUDENTS IN WRITING NARRATIVE TEXT AT THE TENTH GRADE OF SMAN 7 KEDIRI

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ABSTRACT

This research study aims at identifying the types, the most frequent and the causal factors of errors made by the tenth grade students of SMAN 7 Kediri in their written narrative text focuses on direct speech. The research was content analysis design which used a qualitative approach. The data was obtained from 32 students' written texts and interviews. The data was identified, classified and analyzed based on the types of errors using Dulay's theory, Bungin's formula to percentage the errors and Brown's theory to identifying the causal factors of errors. The results are: (1) four categories of errors were found in the students' written text, consisting of (a) errors in reporting clause had 10 misformation errors; (b) errors in reported clause had 14 omission errors, 13 addition errors, 4 misformation errors and 1 misorder error; (c) errors in punctuation had 20 omission errors; (d) errors in capitalization had 22 misformation errors. Moreover, from 84 errors found that capitalization in misformation errors occur the most frequently (26,19%). (3) two causal factors found, interlingual transfer and context of learning. This condition shows that the students face difficulties in writing direct speech on narrative text. It is suggested that the teacher should involve the grammatical rules in teaching learning process.

KEYWORDS : Error Analysis, Direct Speech, Narrative Text

I. INTRODUCTION

The tenth grade students of senior high school, as the foreign language learners still make errors in using the language. Brown (2000: 76) defines error as noticeable deviation from the adult grammar of a native speaker. Corder (1971: 152) defined that errors are 'the result of some failure performance'. It proved that error is related with learners understanding about target language. Also, errors are indicated that the learners do not fully understand the rule in the target language.

There are many kinds of error that learners made. According to Dulay, Burt and Krashen (1982: 146), errors can be classified into four types, they are linguistic category, surface category, comparative analysis and communicative effect. By classifying their errors into types

of errors, the teachers will be easy to recognize their learners' problems.

Since errors become an unavoidable part of learning, a kind of study has been made to observe and analyze those errors, namely error analysis. According to Brown (1980: 166) "The concept of error analysis is observed, analyzed, and classified to reveal something of the system operating within the learner, led the surge of study of learners errors". It means that through error analysis, the teachers can gain the information on common difficulties faced by learner in studying language.

Furthermore, understanding about the types of errors made by the learners is not enough to help the learners with their problems of studying language. Since errors can be caused by many factors, it is important to find out as well as explain what the factors are. According to Brown (2006: 263), there are four causes of errors. They are interlingual transfer, intralingual transfer, context of learning and communication strategy. From this statement, he believes that not only interlingual and intralingual transfer which causes of errors that learners made. Context of classroom, the teacher or the text book and the way to produce communication of information also can lead the learners to make errors in the target of language.

To make a good writing, the learners must be accomplished the demand to use appropriate rules of target language. It seems statement from Heaton (1975: 127). He stated that writing composition is a task, which involves the students in manipulating word in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates their writer thoughts and ideas of certain topic. Thus, grammar is very important that must be paid attention by the learners to master their target language. According to Harmer (2003: 1) "Grammar is partly the study of what forms (or structures) are possible in a language. Thus a grammar is a description of the rules that govern how a language's sentences are formed". There are so many scopes in grammar. One of them is direct speech.

Direct speech is a means the content of statements, questions or other utterances by quoting them explicitly. Azar (1992) said that direct speech refers to reproducing another person's exact words, while indirect speech refers to reproducing the idea of another person's words. Not all the exact words are used: verb form and pronouns may change. It can be concluded that direct speech is used mainly in writing to report a person's words exactly between quotation marks.

As it has known that direct speech is usually used in a written text or conversation among the communicants, so it also has the function to makes sense in written text or conversation. Parrot (2004: 217) states that direct speech conveys exactly what someone has said often to dramatize, to create a sense of immediacy, and because the precise words used were in some way important (for example funny or strange). It means that direct speech as flavor to make sense in written text.

In applying direct speech, the learners usually faced the problems because there are so many rules that they have to obey such as tenses, quotation marks, commas, periods, and the use of capital words. Moreover, Fauziati (2008: 143) stated that writing has four aspects and each aspects has different role. It is to measure against a list of criteria which include content, organization, grammatical and vocabulary use, and mechanical considerations such as spelling and punctuation.

In reality, in learning English grammar, especially learning direct speech, the learners cannot avoid making errors. Despite the fact that they have been taught and understood the rules of grammar, they often make errors and some types of errors even become habitual. These errors can be seen in both learning process at school and the results at the end of every semester.

Nevertheless, as writing is a complex skill, there are many possible sources of problems may faced by the students in learning this skill. Therefore, before determining the method or technique that can be applied in the process of teaching writing, it seems significant as well as useful for the teachers to recognize their students' problems first. Understanding about the students' writing problems or difficulties will help the teacher to determine what should be taught or explained more to the students, furthermore, it will make them easier to determine the appropriate method or technique to be applied in the process of teaching writing.

The research will conduct with the learners at SMAN 7 Kediri show that particularly for the first year students of senior high school, writing is still the most difficult skill to be learned. The researcher assume that it is because the students had just left junior high schools and find a greater demand of writing, in this case, more complex vocabularies, grammar and types of English text.

Furthermore, among the types of text, narrative becomes the most difficult text to be produced by most of the learners. Moreover, in relation to the narrative text, the students stated that they know all the elements of narrative text, namely orientation, complication, resolution and

coda (optional) as well as their sequences. In the other words, the students do not have any problems about how to construct the narrative texts. The problems they faced were mostly about the tenses that applied in narrative texts. In the other words, the students still get difficulties in constructing grammatical sentences in English especially in direct speech as the language features in narrative.

These phenomena motivate the researcher to find out where the problems lie. Therefore, this research attempts to find the types, the most frequent of errors made by the students in the use of direct speech in writing narrative texts as well as their causal factors. Thus, this result is useful as contribution information of students' need in order the teachers can improve their ability in teaching writing by paying more attention in preparing and strategy of teaching writing.

II. RESEARCH METHOD

This study was a content analysis by using a qualitative approach. It is aimed at finding out the types of errors on direct speech in learners' narrative written texts. In the process, percentages are used which show the most frequent errors on direct speech in learners' narrative written texts.

The research study was conducted at SMAN 7 Kediri at the tenth grade students of X-1. Task and guided interview techniques are used to collecting data.

Furthermore, technique used to measure the data were data triangulation which is suggested by Guion (2002: 1). In the process of analyzing the data obtained from students' written texts, the researcher used some steps. Firstly, the researcher read the students' tasks carefully. The researcher underlined the incorrect sentences found in the students' written texts. Secondly, the researcher compared the sentences made by the students with what should be correct in English. Thirdly, the researcher classified the students' errors into four categories in surface strategy, namely omission, addition, misformation and misordering errors.

Moreover, some sequences of steps are applied in analyzing the data obtained from the results of the in guided interview. Firstly, the researcher interviewed the students based on the errors they made. It aims to get the detail information about the students' problems in writing as well as the causal factors. Secondly, the researcher selected the interview answers. The answers which were appropriate to the research became the research data. And the last, the researcher drew a conclusion based on the results.

III. FINDING AND DISCUSSION

Four types of errors from surface strategy were found. The first is errors in reporting clause. Misformation errors occur in this aspect. This type of error occurs when the students used the wrong form of reporting verb use. For example, *He say loudly "I will puts in my leg and finds out is the water warm or not".* The reporting verb "say" is not correct form. To make it proper with the structure of the sentence, there must be "said". The second is errors in reported clause. The types of errors happened in this aspect. (a) Omission error. This type of error occurs when the students leave out the word in statement of reported clause. For example, *"How you think about our person clever in our class".* The student omitted "do" which must appear in this sentence. (b) Addition error. For example, *"but don't you have a bread store in your town".* Addition error occur because the student added "a" that must not appear in this sentence because it contain uncountable noun which not appear "a". (c) Misformation error. For example, *"wow this the delicious bread I've ever ate."* The students used the wrong form of verb. The verb "ate" is not in the correct form based on their function as the verb of sentence. To make the sentence proper with the structure of the sentence, there must be "eaten". (d) Misordering error. For

example, *"why it must happened to me, I think that I am so smart in his class, so I can beat them".* The error made by the student is caused by the wrong place in a sentence. The student unable to arrange the word into a good sentence well. The third is errors in punctuation. Omission errors occur in this aspect. For example, *"How you think about our clever person in our class".* The error type is omission of punctuation. The student omit the punctuation question mark (?) that must appear in this sentence. The last is errors in capitalization. Misformation errors happen in this aspect. For example, *"don't you know the difference between a stick and a leg".* The students ignore the rules in writing direct speech. The students must capitalize the first letter of the quotation.

After classifying into types, the errors were percentage based on Bungin's formula to show the most percentage of errors in direct speech on students written narrative texts.

Table 4.1

The Percentage of Error Types

Aspect	Types of error	Formul: $n = \frac{f(x)}{N} \times 100\%$	Percentage
Reporting clause	Misformation	$n = \frac{10}{84} \times 100\%$	11,9%
Reported clause	Omission	$n = \frac{14}{84} \times 100\%$	16,67%

	Addition	$n = \frac{13}{84} \times 100\%$	15,48%
	Misformation	$n = \frac{4}{84} \times 100\%$	4,76%
	Misordering	$n = \frac{1}{84} \times 100\%$	1,19%
Punctuation	Omission	$n = \frac{20}{84} \times 100\%$	23,81%
Capitalization	Misformation	$n = \frac{22}{84} \times 100\%$	26,19%

It can be concluded that the most frequent of error is capitalization in misformation errors that covers 22 or 26,19%. Next is punctuation in omission errors which has 20 errors or 23,81%. After that, reported clause in omission errors has 14 errors or 17,67%. Next is reported clause in addition errors has 13 errors or 15,48%. Then, reporting error in misformation errors has 10 errors or 11,9%. After that, reported clause in misformation errors has 4 errors or 4,76%. Finally, reported clause in misordering errors has the lowest frequency of errors the sum of 1 or equal 1,19%.

The results of data analysis show that the errors made by the students in their writing were mostly caused by context of learning. The results are relevant to the students answer from interview. For example, the student said, *"Karena guru pernah menuliskan contoh memakai huruf kecil di papan tulis, jadi saya mencontoh guru."* ("Because the teacher once wrote an example of using lowercase on the board, so I imitate the teacher.") From the statement above, it can be concluded that the teacher ever gave the example of narrative text contains direct speech but the example of direct speech was wrong and the teacher ignored it. Unfortunately, the second student considered the example was true, so he always use it.

In addition, beside the context of learning factor, there is also a factor which is beyond the causal factors of students' error in direct speech on students' written narrative text, it namely interlingual transfer. It can be proved by the students' answer in the interview. He said, *"Saya masih mentranslet dari Bahasa Indonesia menjadi bahasa Inggris, jadi terkadang bingung."* ("I am still transleting from Indonesian to English, so that's way, sometimes I am confused.")

From the results of this research, it found that there are four types of errors from four categories of errors which classified from surface strategy taxonomy in writing narrative text. The classification in reporting clause were misformation had 10 errors. The type of error in reported clause was omission had 14 errors, addition had 13 errors, misformation had 4 errors and misordering had 1 error. For the type of error in punctuation was omission had 20 errors. The type of error in

capitalization was misformation had 22 errors. This research supported the previous study conducted by Hidayat (2007) entitled "Analyzing Students' Error in Writing Narrative Text (A Case Study at Alyah Albasyariyah Bandung". He found the errors of misformation (376 errors = 55,86%), omission (207 errors = 30,75%), addition (73 errors = 10,84%), misordering (17 errors = 2,52%). Beside that, this research is distinguished by Sugirin's study (2015) entitled "An Error Analysis of the Narrative Written Text of the First Year Students of SMAN 1 Yogyakarta in the Academic Year of 2012/ 2013" found four categories of error, consisting of seven kinds of omission errors, three kinds of addition errors, six kinds of selection errors, 18 errors in the form of misordering errors. Based on the result of previous study above, this research also found new finding errors, that is misformation errors.

In this research, the frequency and percentage of errors for capitalization on misformation errors is the highest among other errors. The tenth grade students at SMAN 7 Kediri mostly made errors in this category. It is up to 22 errors from 84 total errors or 26,19% from total errors made by the students. This research is similiar with Hidayat's research (2007). He found that misformation error is the most frequent error made by the students with 376 errors. Differently, based on Sugirin's study

(2015), he found that selection errors occur most frequently (52.7%). From the most frequent errors which are made by the students, it can be inferred that made form sentence in capitalization is the most difficult thing for the tenth grade at SMAN 7 Kediri.

This research also found the causes of error that students made in using direct speech in writing narrative text. It is caused by context of learning and also interlingual transfer. It supported the previous study conducted by Sugirin's research (2015) which found two kinds of direct factors found, namely negative interlanguage transfer and negative intelingual transfer. Also the three sources of indirect factors causing the students to make errors in their writing are: student's low interest, feedback on the student's writing result and low frequency of the writing instruction.

From those result above, it can be conclude that the tenth grade students still faced the difficulties in writing direct speech on narrative text. It is influenced by misleading explanation from the teacher and the faulty presentation of the structure in textbooks. The students also made the errors because of their interlingual transfer. They made their sentences by translating with Indonesian to English.

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