

**ARTICLE**

**ERROR ANALYSIS ON USING REPORTED SPEECH MADE BY  
THE TWELFTH GRADE STUDENTS OF SMA MUHAMMADIYAH  
KEDIRI IN WRITING NARRATIVE TEXT**



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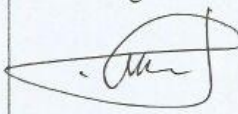

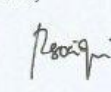
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# ERROR ANALYSIS ON USING REPORTED SPEECH MADE BY THE TWELFTH GRADE STUDENTS OF SMA MUHAMMADIYAH KEDIRI IN WRITING NARRATIVE TEXT

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## Abstract

Writing is the most difficult skill in English for students. It is different from learning other skill because writing is thinking process. This research is to analyze some errors analysis on using reported speech which is faced by the twelfth grade students of SMA Muhammadiyah Kediri in writing narrative text. As it has already known that reported speech is one of subject matter in grammar that must be learnt by students when they learn English. Students as intermediate in learning English usually make error in writing as learning process. This research was aimed to investigate: 1) what are types of error, 2) what are the most frequent errors and 3) what is the most error factors. It used qualitative research with case study research method. The subject of this research was 28 students of twelfth grade at SMA Muhammadiyah Kediri. The collecting data, the researcher used test and questionnaire as the instrument. The data derived from observation, interview, and documents. The findings of this research showed that the students made errors in omission type (34.449%), misformation type (56.459%), addition type (5.263%), and misordering type (3.827%). There are 209 total number of all error types who made by students in a written test. Therefore, the researcher can interpret that most of the twelfth grade students of SMA Muhammadiyah Kediri were still hard to change the tenses, pronoun, and adverb in the right form when they write reported speech in narrative text. The conclusion of the research, error analysis could be applied to overcome the difficulties in expressing writing. So, they do not make some errors repeatedly. The researcher recommended to the teacher should explain clearly to the students and make sure that students understand about it. The teacher has also to be creative in teaching writing to make them interested to study more.

**Keywords:** Error Analysis, Reported Speech, Writing Narrative Text

## I. INTRODUCTION

Writing is the most difficult skill in English for students. It is different from learning other skill because writing is thinking process. Saragih (2011: 1) said that writing as a media to share knowledge, conveying idea, feeling and intention to

other people by expressing language through written form of letters, symbols, and words. Moreover, Al Khasawneh (2014: 86) states differently that writing refers to produce sentences in a particular order and connected together in specific ways. Thus, It can be concluded that

writing is a written form to distribute ideas, knowledge, and feeling.

Moreover, writing is not only how to generate and organize ideas using a suitable selection of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text (Widodo, 2006: 173). Besides that difficulty, students also experience some difficulties conveying ideas from their native language for example, Indonesian into the target language that is, English. Yahya (2012: 114) believes that writing is a complex process due to involve expressing new ideas and transforming information by students to engage in a two-way interaction between developing knowledge and developing text.

In learning writing, specially writing narrative text in using reported speech, making errors is common problem for the students. When students are learning English they will learn language components and language skills. But there are some problems faced by the students, for example : in learning grammar, they often difficult in omission, addition, misformation and misordering. It is realized that most of students in SMA Muhammadiyah Kediri has some problems in learning English.

Most of students in SMA Muhammadiyah Kediri has some problem

in learning English such as, they usually make error in writing process. For example, in writing narrative text, students have to know the aspect of the text such as grammatical features like the usage of Reported Speech and generic structure like orientasion, complication, evaluation, resolution and coda.

Reported speech is divided into two namely direct speech and indirect speech that should be changed the tenses, pronoun, word order. Students often make error in learning reported speech of imperative sentences. For example, the students are still confused of changing of tenses and pronoun when students writing narrative text on using reported speech. the grammatical changes which happen when the direct form transformed into indirect form has become one of difficulties that occur when the students learn reported speech. Therefore, it is important for students to have a good understanding on it and memorize the rule or form very well.

Students who learn English may produce many errors in their writing such as in tenses or in arrange sentence become a good paragraph. Harmer (2007:137) states that students go on making the same mistakes even when those mistakes have been repeatedly pointed out of them. Error analysis has an important role to reveal what kind of error the students do. The

students will not do the same errors or make some errors repeatedly. Error is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching.

According to Llach (2011 : xii ), error is considered as a failure either in the process of learning or in the process of teaching. In learning writing is often encountered errors analysis in text created by students. There are four errors analysis often happens like omission error, additions errors, misformation errors, and misordering errors.

## II. RESEARCH METHOD

According to Ary (2010: 22-25) qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses, but it may result in hypotheses as the study unfolds. He adds that qualitative purpose is to examine a phenomenon as it is, in rich detail, the design is flexible, evolves during study, using inductive approach and small samples, the researcher is primary data collection tool, and analyzed by narrative description and interpretation

The researcher did a case study in this research. Case studies, Ary (2010: 29) define that case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program.

To collect the data, the researcher chose SMA Muhammadiyah Kediri because based on the English teacher in the school, the students had difficulty in writing especially in applying grammar during writing text. Thus, the researcher purposed to know the use of reported speech in writing narrative text. This text was a type of texts taught in twelve grade of senior high school. And 28 students of them as the sample.

In addition, the researcher collected the data by using document and questionnaire as instrument. The document was in the form of students' writing product of reported speech in narrative text that had been given by English teacher. And questionnaire provided twenty questions with answer's choices which consist of A= Always, B=Often, C=Sometimes, D=Rarely and E=Never. The value of each answer were Always=5, Often =4, Sometimes =3, Rarely =2, and Never =1.



### III. FINDING AND DISCUSSION

In this part, the researcher describes the errors which are taken from writing task from twelfth grade students of SMA Muhammadiyah Kediri in academic year 2016/2017. There are three main findings of this research which are types of error, most frequent error, and error factor made by students that will be clear described below:

#### 1. Type of errors made by students

From the data of the students, the researcher found many errors made by the students that were grouped into four types, they were Omission error, Addition error, Misformation error, and Misordering error.

##### a. Omission error

This error is caused by missing on item that must appear in a sentence. The researcher found: "She said she needed that for honeymoon". It should be: She said that she needed it for honeymoon.

##### b. Addition error

This error is identified by the presence of item that must not appear in a well formed utterance such as the doer using both to be and verb together in simple form. It was found: "She asked sangkuriang to makes her a lake with a boat" that should be "She asked Sangkuriang to make her a lake with a boat".

##### c. Misformation error

This is characterized by the use of the wrong form of the morpheme or structure. It is caused by putting word inappropriate word order. It was found: Sangkuriang back to his village and know his mother was a beautifull woman Sangkuriang try to merried Dayang Sumbi but Dayang Sumbi not reconize because she know he was her son. That should be Sangkuriang back to his village and know his mother was a beautifull woman Sangkuriang tried to marry Dayang Sumbi but Dayang Sumbi not recognize because she know he was her son.

##### d. Misordering error

This is opposite of additional errors. This is caused by missing on item that must appear in sentence. It was found: Finally Dayang Sumbi know that the heart taken is heart Tumang. That should be Finally Dayang Sumbi knew that the heart is Tumang's heart.

#### 2. The most frequent error

In this part, the researcher counts the frequencies of errors in order to know the percentages of each type of errors. The researcher found that the students made 209 errors which are divided into four types of errors which are 72 errors (34.449%) in the category of omission type, 11 errors (5.263%) in the category of

addition type, 118 errors (56.459%) in the category of misinformation type, and 8 errors (3.827%) in the category of misordering type. It can be concluded that the most frequent error in the reported speech using narrative text was misinformation use that has the largest percentage 56.459%. The table below gives clear description about the most frequent error made by students.

**Tabel 1.1**  
**The percentage of error type**

No.	Types of Error	Number of Error	Percentage
1.	Omission	72	34.449%
2.	Addition	11	5.263%
3.	Misformation	118	56.459 %
4.	Misordering	8	3.827%
Total		209	100%

There was found 118 errors in the type of misinformation from 209 errors. The calculation showed 56.459% error caused misinformation. This finding was higher than omission, addition and misordering percentage result.

Omission is the second rank among the four types of errors. There were found 72 errors of omission type. It is proved that from 209 total of errors made by the students, 72 errors were found in this omission category. The percentage of this type of error was 34.449 %.

In errors of addition, students often added an item that should not exist in an sentences. There was found 11 errors in the type of addition from 209 errors. The calculation showed 5.263% error caused by adding.

The misordering type of error was as the last rank. There was found 8 errors in the type of misordering from 209 errors. The percentage of misordering error type was 3.827%.

Based on the statement above, it can be concluded that errors of misordering is identified by the presence of an item that must not appear in a well formed utterance. And it places the fourth rank of four kinds of errors. It means that the students rarely made this error.

### 3. The factors influence the errors

Based on the result of calculation, the error factors that got the highest score 79.8 was the factor of students who did misinformation in the preposition, auxiliary verb, spelling and etc when they made narrative text. And the next error factors got the score 79.5 was factors of students did misordering in object, adverb of time, preposition and subject. Then the next error factors got 76 was factors of students when did omission of auxiliary verb to be, to have, to do modals, plural noun, and etc. And the the error factors

that got the lowest score 75.2 was factors of students when did addition of to be, article, preposition when they made narrative text.

Based on the questions result, it was shown from six questions that was found never 7, rarely 58, sometimes 83, often 16 and always 4. By score 456 and mean 76. And the next, it was shown five questions was found never 7, rarely 39, sometimes 67, often 27 and always 1. By score 399 and mean 79.8 this is the highest score. Next factor, it was shown five was found rarely 37, sometimes 71, often 26 and always 1. By score 318 and mean 79.5. And the last factor that was wanted to know the influence in affecting the errors was context of learning. It was found 376 score from five questions. After dividing with five as the number questions, it was got 75.2 score. The score was more than 70, it means that context of learning had contribution in influencing the errors.

In conclusion, some factors above had contribution in influencing the error on using reported speech made by the twelfth students of SMA Muhammadiyah Kediri. They found many difficulties in the use of reported speech in writing narrative text. It can be proved from research findings that many students misinformation in their sentences. The highest factor was factor in misinformation affecting the students in

making errors when they wrote a text. Thus, reported speech usage needs to be learned by the students because reported speech in writing narrative text did not only carry meaning to a sentence but also often make misinterpretation and confusion to the readers.

#### IV. CONCLUSION

Based on the analysis of the data, the researcher got the data about students' errors, which were commonly made on reported speech in writing narrative text. Their errors were omission, addition, misinformation, and misordering. The data described that the errors in misinformation get the highest frequency. Furthermore, the error factors that got the highest score 79.8 was the factor of students who did misinformation in the preposition, auxiliary verb, spelling and etc. when they made narrative text.

Considering about the result, the teacher must explain clearly to the students and make sure that students understood about how to write reported speech well and the teacher has to be creative in teaching writing. In addition, the students should learn and practice to write reported speech in writing narrative text to be able in mastering the structure and give attention to their writing composition to avoid the same errors. Furthermore, the



researcher specifically hope that someday the research findings may be helpful and can be used as reference to make a research to other researcher.

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