

ABSTRACT

Puspitasari, Andreas Grahana. 2007. *A Study on the Mastery and the Errors of Reported Speech*. Yogyakarta: Sanata Dharma University.

Students often found reported speech to be a problematic area of English grammar because their language, Indonesian, has less formal distinction between direct speech and reported speech than that of English. For this reason, they often made errors when they were required to convert direct speech into reported speech. In fact, since reported speech is a part of English grammar, students have to master it in order to be able to produce correct utterances. Moreover, as they belong to students of Faculty of Teachers Training and Education, they are prepared and expected to be teachers. They have to master English grammar so that they are able to give correct explanation to their students later on. There were three problems formulated in this study. They were 1) 'How far have the fourth semester students mastered reported speech?' 2) 'What types of errors do the students make in reported speech?' and 3) 'What are the possible causes of students' errors in reported speech?'

The research was conducted using a survey method whose participants were the fourth semester students of the English Language Education Study Program of Sanata Dharma University. To select the representative sample, this study applied cluster sampling technique. A test was used as an instrument to collect the data.

The answer to the first problem was that the fourth semester students' mastery on reported speech was sufficient according to the academic regulation of Sanata Dharma University. Their average achievement score was 19.60, which fell on the maximum passing score for the category of sufficient (17-20). It was found out that the students had difficulties in mastering reported speech especially when they were required to convert direct speech into reported speech with no option (in part B-Filling in the Blanks). In the first part of the test (in part A-Multiple-Choice), the students could achieve 76.92% of correct answers. However, they only achieved 42.12% of correct answers in the second part of the test (in part B-Filling in the Blanks). This achievement was far below the minimum standard of mastery (56%).

The answer to the second problem was that the students made many errors of reported speech. Based on the surface strategy taxonomy, errors found were 51 which divided into 10 errors of omission of major content (19.61%), 4 errors of omission of grammatical morpheme (7.84%), 2 errors of double marking (3.92%), 17 errors of simple addition (33.33%), 5 errors of alternating form (9.80%), and 13 errors of misordering (25.49%). Based on the grammatical changes of reported speech, students made the highest errors (354) which consisted of 97 errors of tense (27.40%), 29 errors of pronoun (8.19%), 154 errors of adverbial time (43.50%), 19 errors of adverbial place (5.37%), 10 errors of demonstratives *this* and *these* (2.82%), 1 error of modal verb (0.28%), 14 errors of word order (3.95%), 2 errors of *to*-infinitive (0.56%), and 28 errors of *that*-clause (7.91%). The students also made 33 errors of the types of reported speech. They made 11 errors of reported question (33.33%), 17 errors of reported command (51.51%), and 5 errors of reported exclamation (15.15%).

The answer to the third problem was that the students' errors were caused by the interference of the mother tongue, Indonesian, the nature of reported speech, and the context of learning with the lecturer and the material.

Related to the research findings, this study proposes some suggestions. First, the lecturers of the English Language Education Study Program are recommended to give special time to teach reported speech step by step continuously because of its complexity. Second, the students should be more active and creative to learn reported speech outside the class so that they can minimise their errors and improve their mastery. Third, the further researchers are recommended to develop the study using different subjects and using not only test but also observation and interview as the instruments.



ABSTRAK

Puspitasari, Andreas Grahana. 2007. *A Study on the Mastery and the Errors of Reported Speech*. Yogyakarta: Sanata Dharma University.

Mahasiswa sering mengalami kesulitan dalam menguasai kalimat tak langsung Bahasa Inggris karena Bahasa Indonesia hanya memiliki sedikit perbedaan antara kalimat langsung dan kalimat tak langsung dibandingkan perbedaan dalam Bahasa Inggris. Oleh karena itu, mereka sering membuat kesalahan ketika mereka diminta untuk mengubah kalimat langsung menjadi kalimat tak langsung. Padahal, kalimat tak langsung merupakan bagian dari Bahasa Inggris yang harus dikuasai mahasiswa untuk dapat berbahasa Inggris dengan benar. Lebih-lebih mereka adalah mahasiswa Fakultas Keguruan dan Ilmu Pendidikan yang disiapkan dan diharapkan untuk menjadi pendidik yang bisa memberikan penjelasan yang benar kepada siswa-siswanya kelak. Studi ini merumuskan tiga masalah, yaitu 1) ‘Sejauh mana mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris menguasai kalimat tak langsung?’ 2) ‘Kesalahan-kesalahan apa saja yang dibuat mahasiswa dalam kalimat tak langsung?’ dan 3) ‘Kemungkinan-kemungkinan apa saja yang menjadi penyebab kesalahan mahasiswa itu?’

Penelitian ini dilaksanakan dengan menggunakan metode survei dimana mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris menjadi partisipannya. Studi ini menggunakan metode *cluster sampling* dalam memilih partisipan. Instrumen yang digunakan dalam memperoleh data adalah tes.

Jawaban untuk masalah yang pertama yaitu bahwa berdasarkan Peraturan Akademik Universitas Sanata Dharma, mahasiswa semester empat dianggap telah cukup menguasai kalimat tak langsung. Skor rata-rata yang mereka capai adalah 19,60, yang jatuh pada batas atas untuk kategori cukup (17-20). Mahasiswa mengalami kesulitan dalam menguasai kalimat tak langsung terutama pada saat mereka diminta untuk mengubah kalimat langsung menjadi kalimat tak langsung tanpa ada jawaban pilihan (pada bagian B dalam tes-Mengisi Titik-Titik). Pada bagian pertama dalam tes (bagian A-Pilihan Ganda), mahasiswa bisa mencapai 76,92% jawaban benar. Akan tetapi, mereka hanya mencapai 42,12% jawaban benar pada bagian kedua dalam tes (bagian B-Mengisi Titik-Titik). Pencapaian tersebut sangat jauh dibawah standar minimum kelulusan (penguasaan).

Jawaban untuk masalah yang kedua yaitu bahwa mahasiswa membuat banyak kesalahan dalam kalimat tak langsung. Berdasarkan klasifikasi *surface strategy*, mahasiswa membuat kesalahan sebanyak 51 yang dibagi menjadi 10 kesalahan pada *omission of major content* (19,61%), 4 kesalahan pada *omission of grammatical morpheme* (7,84%), 2 kesalahan pada *double marking* (3,92%), 17 kesalahan pada *simple addition* (33,33%), 5 kesalahan pada *alternating form* (9,80%), dan 13 kesalahan pada *misordering* (25,49%). Mahasiswa membuat kesalahan terbanyak dalam perubahan gramatikal dalam kalimat tak langsung yaitu 354 kesalahan. Jumlah kesalahan tersebut meliputi 97 kesalahan pada *tense* (27,40%), 29 kesalahan pada kata ganti (8,19%), 154 kesalahan pada keterangan waktu (43,50%), 19 kesalahan pada keterangan tempat (5,37%), 10 kesalahan pada *this* dan *these* (2,82%), 1 kesalahan pada kata kerja modal (0,28%), 14 kesalahan pada susunan kata (3,95%), 2 kesalahan pada *to*-infinitive (0,56%), dan 28 kesalahan pada *that*-clause (7,91%).