

## **Error Analysis of the Students' Essay Writing in the Application of English Reported Speech**

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### **Abstrak**

Penelitian ini bertujuan untuk menganalisis kesalahan dalam menerapkan Reported speech. Subjek penelitian ini berjumlah 30 orang mahasiswa semester II Program Studi Sastra Inggris Fakultas Bahasa dan Seni Universitas HKBP Nommensen Medan. Peneliti menggunakan Metode Deskriptif Kualitatif. Pengumpulan data dilakukan dengan pemberian tes essay dan wawancara. Berdasarkan hasil penelitian dapat disimpulkan bahwa kesalahan misformation merupakan kesalahan yang paling dominan. Semua kesalahan dilakukan hingga 515 kesalahan dalam menerapkan pidato yang dilaporkan. Selanjutnya diikuti oleh kesalahan formasi dengan 336 (65, 24%) kesalahan, penghilangan dengan 116 (22, 53%) kesalahan, penambahan dengan 52 (10, 10%) kesalahan dan kesalahan dengan 11 (2, 13%) kesalahan. Rata-rata total untuk semua kesalahan adalah 85,83% mahasiswa yang melakukan kesalahan dalam menerapkan Reported speech. Setelah menganalisis data, penulis menemukan; Kesalahan yang sering dilakukan dalam menerapkan reported speech disebabkan karena tidak bisa menghafal aturan dalam reported speech terutama untuk urutan tenses dan pronoun dalam transformasi reported speech.

**Kata kunci:** *Tulisan Essai, Analisis Kesalahan, Kalimat Tidak Langsung, Tata Bahasa Inggris*

### **Abstract**

The purpose of this study is to analyze the errors made by students when adopting reported speech. The subjects of this study were thirty second-semester English Literature Study Program students at Universitas HKBP Nommensen Medan's Faculty of Language and Arts. This study was a qualitative descriptive in nature. The data were gathered through essay tests and interviews. According to the research findings, the error of misformation is the most prevalent type of error. There were 515 errors in the application of reported speech. In addition, there were 336 (65. 24%) misformation errors, 116 (22. 53%) omission errors, 52 (10.10%) addition errors, and 11 (2.13%) misordering errors. The total averages for all errors are 85, with 83 % of students applying reported speech incorrectly. After examining the data, the researcher discovers that the most frequent error in applying reported speech is the inability to memorize the rule in reported speech, particularly with the order of tenses and pronouns in the transformation of reported speech.

**Keywords:** *Essay Writing, Error Analysis, Reported Speech, English Grammar*

### **INTRODUCTION**

Grammar is one of the language components that should be considered as a parameter for mastery of the English language when studying English. According to Brown (2000: 5), language is a system of arbitrary, conventionalized vocal, written, and gesture symbols that permit members of a given community to communicate intelligibly. Grammatical norms are fundamental for language mastery: you cannot use words until you understand how they should be assembled (Penny Ur, 2006). According to him, grammar consists of the principles that demonstrate how words are joined, structured, or altered to convey specific meanings. Swan (2005:19) noted that grammar is fundamental for organizing and combining

words into sentences to convey meaning. In addition, Scott Thornbury (2002) stated that grammar is in part the study of what forms are feasible by examining the arrangement and patterning of the forms. Grammar seeks to explain why the sentences are appropriate since it conveys extremely specific meanings. Students are strongly encouraged to use proper grammar while constructing sentences in order to effectively convey their point in speech or writing.

Reported speech is one of the grammatical categories that students should be familiar with. Reported speech is a way of delivering content statements, questions, and other utterances without overtly quoting them, as in direct speech. This section necessitates a rudimentary understanding of tenses (Saputra, 2021). We are frequently required to provide information regarding what others say or think, as well as how we communicate that information or remark to others. In general, when reporting a speech, we do not directly quote someone's words, but rather utilize indirect quotes. Indirect speech is used when we want to recount what someone said without using speech marks and without necessarily using the same words (also called reported speech).

There is a common misconception that conversational language does not require much attention to grammar, however it is often overlooked that grammatical errors can lead to communication problems. The purpose of this research is to re-emphasize the necessity of understanding proper grammar when speaking.

It is natural for a student to make errors when learning for the first time. According to Ellis (2008), an error is a linguistic variation caused by a lack of understanding of the correct rule (pp. 971,961). Error occurs when we do not follow the rules for constructing a sentence. Because the error originates within and between the target language, the Learners are incorrect in their application of specific target language rules. These are some of the reasons why students make errors..

This study aims to determine how many errors were made when converting direct speech to indirect speech. Because the students had already learned about reported speech materials in high school and had already passed the grammar course the previous semester, the researcher wanted to see how well the students understood and could answer the direct and indirect questions. Three research problems were investigated in this study:

1. What kinds of errors could high school pupils make when using reported speech?
2. What is the most common type of errors students make while using reported speech?

## **Error**

This research is undertaken to determine the number of errors that happened when converting direct speech to indirect speech. Because the stud According to James (1998), the only reasonable approach to distinguish between a slip and a genuine error is to consider the author's semantic and structural intents. Errors are a natural and inevitable part of the English-learning process for students. There are numerous types of errors made by learners. While Dullay (1982) asserted that "error is the faulty aspect of the speech and writing of learners," this is not the case. It indicates that norms of linguistic performance are flawed. However, the majority of people continue to misunderstand both terms' definitions. Errors are imperceptible and incapable of self-correction, whereas mistake is the opposite. They are deviations from the normal grammatical structure of the original speaker and indicate proficiency in the target language.

In the 1970s, Corder (1974) brought Error Analysis and Interlingua studies to the forefront when he noted, "A learner's errors give proof of the system of the language that he is using (i.e. has learned) at a specific point in the course." Error analysis was an alternative to contrastive analysis, which demonstrated that contrastive analysis was incapable of predicting the vast majority of errors, despite the undeniable relevance of language transfer. In addition, age, social variables, personality factors, language aptitude, and drive were completely disregarded. An important finding of Error Analysis is that mother tongue interference is not the only source of errors. According to Corder (1974:36), errors fall into

four categories: The occurrences of Omission, Addition, Misformatio, and Misordering have been reported.

## RESEARCH METHOD

This study employed descriptive qualitative methodology. Qualitative Studies According to Strauss and Corbin (Cresswell, 1998: 24), the purpose of qualitative research is to provide discoveries that cannot be obtained using statistical measures or other quantifiable or measurable methods. To acquire data, the researcher devised the following procedures:

1. Discussed Reported speech with the pupils.
2. Administered the test, which consists of twenty items and was in essay format.
3. Gathered the response sheets

The final phase in this study approach was data analysis. Systematically acquiring the data was paired with data analysis. It was undertaken to facilitate the research report writing process. The information gleaned from the test and interviewer. The following steps were involved in data analysis:

1. Examined the student's response
2. Identified the errors . The error specified by underlining and assigning codes, such as 1. For omission error, 2. For addition error, 3. For selection error, 4. For ordering error.
3. Calculated the number of correct and incorrect answers to determine the students' inaccuracy in utilizing Reported speech. To determine the proportion of

$$P = \frac{N}{F}$$

P = Percentage  
F = Frequency of errors  
N = Total of error

4. Classified which error that is most dominant occurs
5. Identified the reason of why the students always make errors.

## FINDING AND DISCUSSION

After evaluating the responses from the students, the researcher discovered that there were a total of 515 errors made when translating direct speech into indirect speech. The errors were divided into the categories of omission, addition, misformation, and misordering. The following table (see table 4.1) contains a list of reported speech errors made by students.

**Tabel 1. the students' error in Reported speech**

NO	Participants	MISORD ERING	MISFO RMATI ON	OMMIS ION	ADDITI ON	Total
1	SPS	1	9	3	1	14
2	BHT	1	9	2	0	12
3	AOS	0	6	2	0	8
4	ADT	0	14	8	3	25
5	ASR	0	17	7	3	27
6	RF	0	15	5	3	23
7	RS	0	12	2	2	16
8	S	0	13	5	1	19
9	DM	0	1	0	0	1
10	AW	0	9	3	0	12
11	FN	0	4	2	0	6
12	IAB	0	5	2	2	9
13	M.RIT	1	10	5	1	17
14	RA	1	11	5	0	17
15	MS	1	18	8	10	37
16	SAR	0	15	2	1	18
17	AY	1	17	2	5	25
18	WC	1	16	4	5	26
19	SS	0	7	1	0	8
20	AP	0	16	2	2	20
21	IS	1	8	3	6	18
22	RR	0	13	4	2	19
23	MH	1	11	7	0	19
24	M. RA	0	11	4	1	16
25	M. RS	0	13	5	0	18
26	JA	1	10	4	0	15

27	IVS	0	16	6	2	24
28	DR	1	10	3	1	15
29	ASPANE	0	13	6	0	19
30	CR	0	7	4	1	12
<b>TOTAL</b>		<b>11</b>	<b>336</b>	<b>116</b>	<b>52</b>	<b>515</b>
<b>PERCENTAGE</b>		<b>2,13%</b>	<b>65,24%</b>	<b>22,53%</b>	<b>10,10%</b>	<b>100%</b>

According to Table 4.1, thirty students participated in this investigation. Students in the English Literature Department at HKBP Nommensen University found 515 errors in the use of Reported Speech in the second semester. In addition, there were 336 (65, 24 percent) errors of misformation, 116 (22, 53 percent) errors of omission, 52 (10, 10 percent) errors of addition, and 11 (2, 13 percent) errors of misordering. The total averages of frequency errors are 85, with 83 percent of students applying Reported speech incorrectly. Based on the examination of the aforementioned data, it was determined that the most prevalent type of error is Misformation, accounting for 65.24 percent of the errors committed by 336 students when applying Reported speech. The most common error committed by students is misformation errors.

Several previous studies have supported this study. Ri kuk-Chol and Ri Sun Yong (2017), stated: Errors are collected from written task performance of students based on a theoretical interview on English reported speech in order to assess what types of errors students may commit with the aid of foreseeable errors. Throughout the duration of the study, the author adheres to all relevant protocols. Errors are gathered, counted, and then classified into various sorts and examined to determine their causes. Students had a great deal of difficulty applying reported speech in English, committing virtually all of the errors anticipated in earlier sections, according to the study's findings. In terms of error causes, it has been determined that incomplete rule application, incorrect analysis, and improper usage of collocation patterns are the most common. From the key findings, implications for teaching and learning English reported speech have been derived to assist students in learning more effectively and avoiding making errors .

In addition, suci Budiwaty (2013) reported that the error occurred more frequently while responding to direct interrogatives in simple past tense rather than past perfect tense. Most the students made error. It revealed that 56 percent of errors occurred while responding to question number 7, and 66 percent occurred when responding to question number 9. The question is also in the form of a direct sentence, thus the respondent must turn it into an indirect affirmative statement without changing the verb form. This is the reasons of errors occurrences more frequently while switching from simple past to past perfect tense.

Elyza Martiarini (2017), moreover, investigated 599 errors students' writing. This study revealed that all types of errors were found: omission, addition, misformation, and misordering. Miss formation is the most common error, accounting for 317 out of 599, or 52.92 percent of all errors . The majority of misformation errors result from the usage of verb forms. Jen stated, "I may be late today," which is direct speech, into indirect speech, "Jen stated that she may have been late on that day," which is indirect speech. In contrast, question number 6 features the greatest amount of grammatical errors, as it changes direct speech, "I like this music," to indirect speech, "Ann said that she liked that song." The majority of grammatical errors occur when converting verbs and utilizing infinitive verbs following modals. The percentage of each error produced by the pupils is as follows: 24, 21

percent, or 145 omission errors; 22, 54 percent, or 135 addition errors; 52, 92 percent, or 317 misinformation errors; and 0, 33 percent, or 2 misordering errors.

Currently Pasaribu (2021) investigated the errors made by the students in narrative writing. This study revealed the similar findings with this study. He revealed that in narrative writing, students mostly made mistake in omission and addition, it may be caused by the lack of accuracy. The second common errors were misinformation and disordering. The problems were caused by the lack of understanding of the students in English grammar.

## CONCLUSION

Error appears to be an inevitable aspect of using reported speech. Some students applied reported speech incorrectly. They inserted an inaccurate morpheme in the utterance, provided an item that should not have been there, omitted an item that should have been there, and chose the incorrect form of the morpheme or structure at the correct location. The researcher was tasked with analyzing the errors in order to establish the root cause and a solution. The following conclusions can be drawn from the results of the data analysis: 1) Omission, addition, misinformation, and misordering are the types of errors that might occur when using reported speech. 2) It revealed a total of 515 inaccuracies in the application of reported speech by students.

The most common error made by students is misinformation with 336 (65, 24 percent) errors and as many as 30 students making this error, followed by omission with 116 (22, 53 percent) errors and as many as 29 students making this error, addition with 52 (10, 10 percent) errors and as many as 15 students making this error, and misordering with 11 (2, 13 percent) errors and as many as 11 students making this error. The total averages for all errors are 85, with 83 percent of pupils applying reported speech incorrectly.

The inability of the students to memorize tenses is the cause of their errors. Therefore, they need to work on the tenses, time adverb, subject, and object of reported speech. More practice surely must lead to the reductions of the errors in the application of the reported speech.

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