

**THESIS**

**A STUDY ON THE ERRORS IN USING DIRECT AND  
INDIRECT SPEECH IN PAST FORM AT THE EIGHT GRADE  
STUDENTS OF SMP NEGERI 13 KUPANG IN THE SCHOOL  
YEAR 2013/2014**



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**TEACHER TRAINING AND EDUCATIONAL SCIENCE  
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**THESIS**

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**By :**

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Approved by

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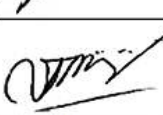


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(Dr. Aleksius Madar, M.Ed)

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Kupang, November 2013

The writer

*MOTTO*

*“DISCIPLINE IS THE  
BEGINNING OF A SUCCESS”*



# DEDICATION

*I would like to dedicate this thesis for :*

- *My beloved parents; Bonefasius Manu and Marcelina Manu Takoy*
- *My beloved brothers and sister; Yuliana Y. Manu, Maria F. Manu, AdrianusR. Manu, Fr. Yustinus Y.O Manu and Matilda A. Manu*
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## ABSTRACT

This study is entitled “A STUDY ON THE ERRORS IN USING DIRECT AND INDIRECT SPEECH IN PAST FORM AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 13 KUPANG IN THE SCHOOL YEAR 2013/2014”. It was conducted to answer the following questions, a) the eight grade students of SMP Negeri 13 Kupang make error in using direct and indirect speech past forms in the sentences, b) what are the types of errors in using direct and indirect speech past forms in the sentences made by the eight grade students of SMP Negeri 13 Kupang and, c) what is the most common error.

The main objectives of this study are to find out and to know whether the eight grade students of SMP Negeri 13 Kupang made errors in using direct and indirect speech forms in the sentences, to find out and to know the types of errors made by the eight grade students of SMP Negeri 13 Kupang and, to find out and to know what is the most common error.

Normative-Survey Method was used in this study. The subject of the study was 15 students of SMP Negeri 13 Kupang in the school year 2013/2014. The instrument of this study is test that covered 50 items; 20 items (part 1) for direct speech and 20 items (part 2) for indirect speech and translation direct and indirect speech 10 items.

The data from the test were classified into five types of errors: *Omission*, *Addition*, *Misformation*, *Misordering*, and *Miscellaneous* (errors that cannot be grouped into the four types of errors).

The result of this study showed that the eight grade students of SMP Negeri 13 Kupang made errors in using direct and indirect speech forms in sentences. This percentage of errors for each type of errors are *omission* (7.16%), *addition* (4.56%), *misformation* (55.37%), *misordering* (7.16%), and *miscellaneous* (25,73%). While the most common errors are on *misformation* and followed by *miscellaneous*.

Based on the conclusion of the study, the writer suggests the teacher of English at the researched school to give more attention in the teaching of English in general by giving many exercises and tasks, particularly in the teaching of structure because both aspects are the sources of errors.

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