

AN UNDERGRADUATE THESIS
AN ANALYSIS OF THE STUDENTS' REPORTED SPEECH
ERRORS IN LEARNING QUESTION SENTENCE
AT SMA NEGERI 1 BATANGHARI



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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H/2021M

**AN ANALYSIS OF THE STUDENTS' REPORTED SPEECH
ERRORS IN LEARNING QUESTION SENTENCE
AT SMA NEGERI 1 BATANGHARI**

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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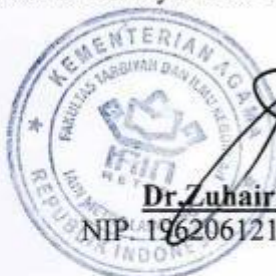
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**AN ANALYSIS OF THE STUDENTS' REPORTED SPEECH ERRORS
IN LEARNING QUESTION SENTENCE
AT SMA NEGERI 1 BATANGHARI**

ABSTRACT

By : Mita Puspitasari

The objectives of this research were to investigate the students' errors in using reported speech of question in writing at SMA Negeri 1 Batanghari and to analyze the causes of students' errors in using reported speech of question in writing at SMA Negeri 1 Batanghari. The researcher analyzed those phenomena based on the consideration of the students' problem in students' writing investigated in the process of pre-survey. Therefore, this research is expected to be useful in describing the phenomenon of using the reported speech of question in writing.

The method of this research was qualitative research in the form of a case study carried out at SMA Negeri 1 Batanghari. The primary sources of this research are the result of observation in the form of students' writing that consist of reported speech and the result of interview with the English teacher. The researcher used observation, documentation and interview in collecting the data. The observation was conducted to know errors in using reported speech of question sentence in writing. The interview was conducted to investigate the students' errors and to analyze the causes of students' errors in using reported speech of question sentence in writing.

The first research results prove that the students' errors in using reported speech of question in writing consist of the use of the error verb tense, the use of the pronouns and possessive determiners, the use of the error demonstrative and adverbs, the use of the error reporting verb. In addition, the second research results prove that the causes of students' errors in reported speech of question in writing include of the difference students' background knowledge, the lack of motivation and intention.

Keywords: *Error, Reported speech, Question sentence, Qualitative Research*

**ANALISIS SISWA MELAPORKAN KESALAHAN TUTUR KALIMAT
DALAM PEMBELAJARAN KALIMAT TANYA
DI SMA NEGERI 1 BATANGHARI**

ABSTRAK

By: Mita Puspitasari

Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menggunakan tuturan tanya jawab tertulis di SMA Negeri 1 Batanghari dan menganalisis penyebab kesulitan siswa dalam menggunakan tuturan tanya jawab tertulis di SMA Negeri 1 Batanghari. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan permasalahan siswa dalam tulisan siswa yang diselidiki dalam proses praprosurvey. Oleh karena itu, penelitian ini diharapkan dapat bermanfaat dalam mendeskripsikan fenomena penggunaan tuturan tanya jawab secara tertulis.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilaksanakan di SMA Negeri 1 Batanghari. Sumber utama penelitian ini adalah hasil observasi dalam bentuk tulisan siswa yang terdiri dari tuturan lisan dan hasil wawancara dengan guru bahasa Inggris. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Observasi dilakukan untuk mengetahui kesulitan dalam menggunakan tuturan kalimat tanya yang dilaporkan secara tertulis. Wawancara dilakukan untuk mengetahui kesulitan siswa dan menganalisis penyebab kesulitan siswa dalam menggunakan tuturan kalimat tanya yang dilaporkan secara tertulis.

Hasil penelitian pertama membuktikan bahwa kesulitan siswa dalam menggunakan tuturan reportase tertulis terdiri dari penggunaan error verb tense, penggunaan kata ganti dan determinator posesif, penggunaan error demonstratif dan adverbial, penggunaan error verb tense. kesalahan pelaporan kata kerja. Selain itu, hasil penelitian kedua membuktikan bahwa penyebab kesulitan siswa dalam melaporkan tuturan soal dalam menulis antara lain adalah perbedaan latar belakang pengetahuan siswa, kurangnya motivasi dan niat.

Katakunci: *kesalahan, tuturkalimat, kalimat tanya, penelitian kualitatif.*

STATEMENT OF RESEARCH ORIGINILITY

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The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 Juli 2021

Penulis



Mita Puspitasari
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Mottos

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

Who teaches by the pen".(Q.S Al-'Alaq: 4)

"A person who never made a mistake is never tried new anything."

(Albert Einstien)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

- Allah SWT, The Most Gracious and The Most Merciful who always gives all needs.
- My beloved Prophet Muhammad SAW who brings the darkness to lightness.
- My beloved parents (Sukanto and Wasiti) who always pray and support in their endless love. Thanks for understanding me.
- My sister (Vani Gusti Andini), Thank for your support.
- My sponsor (Dr. Dedi Irwansyah, M. Hum) and Co-sponsor (Trisna Dinillah Harya, M.Pd) thank you for the guiding.
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- All of my friends in English Education Study Program.
- My almamater IAIN Metro.

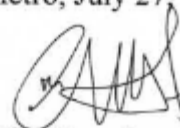
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Thanks and all praise to My Allah for all of your blesses and your favor that given with all your Mighty, the researcher can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

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As human being the researcher realizes that this undergraduate thesis still has weakness. The researcher asks for the apologize for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all readers.

Metro, July 27, 2020



Mita Puspitasari

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CHAPTER I

INTRODUCTION

A. Background of study

English is one of the important languages. It is used as an international language. Every country around the world uses English to communicate to other people who have a different country. Through communication, people are able to deliver ideas, feelings, and expectations to other people. Besides that, in globalization era everything uses English such as science books, electronics and business.

Moreover, people who want to learn English will face four certain major language skills. Those are listening, speaking, reading and writing. Besides, they also have to learn language components which consist of grammar, vocabulary, pronunciation in order to help them in mastering the four language skills above. One of the language components that has important role and should be learned by the students is grammar. When students are learning English, they will learn language skills and language components.

Furthermore, grammar is one of the most difficult aspects other than any skills. Because it has many tenses, structure, and pattern form that the writer should know and put on the right place. Not only the writer but also other students how try to learn English have a same problem. Grammar is one of English language components that must be learnt and understood by

the student because it is a very basic knowledge for students in understanding the English language.

Grammar is very important because the ability of grammar is very useful in various aspects of life, from social life, community, education to work. The use of grammar in English is very important. Learning grammar can improve our knowledge in writing, speaking, and interpreting English properly and correctly even though its use is not for daily activities. The benefits of using grammar are developing the art of translation, helping to get vocabulary, increasing knowledge on the understanding of actual sentences, and building conceptual thinking about the structure of the English language.

Grammar is not easy to master. Most language learners find it difficult to compose English sentences using proper grammar. That is because of the limited English vocabulary that is mastered by students so students are not able to express what they are going to write. Besides that, grammar theory English is very complex so students need extra effort in mastering it. Besides, the students have difficulty in expressing ideas related to the core information to be written down.

Learning reported speech is not easy for many Indonesian students as it has already known that English and Indonesian have many different aspects in grammatical form. Of course by this differentiation, there are many errors that will be made by the students when they learn reported speech. There is different process which happens when the students want

to report somebody's word from direct into indirect form in English language. The students should have made grammatical changes in their effort to reproduce the word.

Indirect or reported speech is essential for the students to be learnt, because by learning reported speech, the students will be able to quote somebody's words or thoughts, whether in direct or indirect speech, and also they will understand the way to report speeches, such as statements, questions, and commands. The students should be learnt reported speech is because it is also one of the linguistic features that are used by students when they try to write the text of news item or report text. It can be denied that the use of reported speech has important role because it is often used by people in writing or communicating in their daily conversation.

In connection with the importance of reported speech in writing, the writer found the phenomenon of using reported speech of question in the writing of Eleven Grade students in SMA Negeri 1 Batanghari. Based on the pre survey on "March 16, 2020", The phenomenon is illustrated in the following Table 1.

Table 1The Result of Pra-survey

NO	Names of students	Grades	Criteria
1	AS	70	Good
2	AP	80	Good
3	AY	50	Fair
4	AL	40	Low
5	DR	60.	Fair
6	DK	60	Fair
7	DP	70	Good
8	DM	50	Fair
9	DA	50	Fair
10	DF	60	Fair
11	DY	40	Fair
12	EA	50	Fair
13	ET	60	Fair
14	FR	60	Fair
15	GD	40	Low
16	HL	70	Good
17	HP	60	Fair
18	HR	60	Fair
19	IL	50	Fair
20	IA	40	Low
21	KK	50	Fair
22	KA	60	Fair
23	MF	50	Fair
24	MD	60	Fair
25	MF	40	Low
26	MR	50	Fair
27	OE	30	Low
28	PR	60	Fair
29	RK	60	Fair
30	RS	40	Low
31	RD	50	Fair
32	RR	80	Good
33	ST	50	Fair
34	SA	60	Fair
35	YN	40	Low
Total		1840	
Averages		52.57	

Table 2

The Use of Reported Speech in Student Writing Skill
among the Eleventh Graders of SMA Negeri 1 Batanghari

No	Grade	Frequency	Percantage	Criteria
1	70 –100	5	14%	Good
2	41 – 69	22	63%	Fair
3	0 - 40	8	23%	Low
	Total	35	100%	

Furthermore, the English grade standard in this school is 70. Referring to the table above, it can be known that the students reported Speech of question result is low. It indicites only five students (14%) got good score, twenty two students (63%) who got fair score and eight students (23%) who got low score.

From the results of the survey, writer found the phenomenon of using reported speech in the writing of eleven grade high school students in Batanghari. One example of the use of reported speech in writing includes“Are you going to the cinema? “ He asked me..Answer:“He asked I am was going to the cinema”The use of reported speech in these sentences is incorrect, because the wrong use of object pronoun of word therefore proper use includes: They ask me whether I was going to the cinema.

Based on the description above, the writer intends to reveal the phenomenon of using reported speech of question in students' writing to find out the real phenomenon of using reported speech in writing.

Therefore, the writer intends to conduct a qualitative study with a type of case entitled An Analysis on the Student Error in Learning Reported Speech of Question sentence at SMA Negeri 1 Batanghari.

B. Research question

Related with previous explanations above, the research problem of this research was formulated into question as follows:

1. What are the students' errors in using reported speech of question in writing at SMA Negeri 1 Batanghari?
2. Why do the students get errors in reported speech of question in writing at SMA Negeri 1 Batanghari?

C. The Objectives and Benefits of the Study

1. Objective of the study

Based on research questions the writer has two other research objectives:

- a. To investigate the students' errors in using reported speech of question in writing at SMA Negeri 1 Batanghari.
- b. To analyze the causes of students' errors in using reported speech of question in writing at SMA Negeri 1 Batanghari

2. Benefits of the study

This research is useful for the following sides:

- a. For the students

This research is expected to provide benefits for students in providing information and knowledge related to the use of reported speech in writing. Through this research students not only know the use of reported

speech in terms of theoretical concepts, but also from the real use in English writing. Therefore this study provides benefits for students in developing the quality of written English.

b. For the teacher

This research is expected to be able to contribute to teachers in SMA Negeri 1 Batanghari by providing additional information related to the use of reported speech in student writing. This study reveals a real phenomenon about student errors reported speech of writing skills SMA Negeri 1 Batanghari, therefore this research provides benefits to teachers related to one example of the real application of using reported speech in writing.

c. For the Other Writers

This research can provide benefits to other writers, as a reference related to the use of reported speech in writing. Information presented by this research to other writer is in the form of theoretical views related to reported speech. Beside from theory, this research is beneficial for the other writers about the phenomenon of reported speech phenomenon in writing.

D. Prior Research

The research was conducted by considering several prior researches. The first prior research was conducted by Palupi.¹ The research method used in her study is qualitative research method. The first prior research

¹Weni Retno Palupi,"An Error Analysis on Direct Speech Made By Students: In Writing Narrative Text At The Tenth Grade Of Sman 7, "Kediri.

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 on direct speech.

This research has similarities and differences with the first prior research. The similarity lies in the research topic, and the research method. While the difference lies in the research objective and data resource. The objectives of this study are to find out the students' errors in reported speech of question and to analyze the causes of students' errors in using reported speech of question in writing SMA Negeri 1 Batanghari. Meanwhile, the data resource of the first prior research is the writing document of the tenth grade of SMAN 7 kediri.

In addition, the second prior reserch was conducted by Ri kuk-choi.² The research method used in this study is qualitative research method, data sources the writing document at korean students', the second prior research aims to find out the common errors and suggest some possible solutions to them.

This research has similirities ad differences with the second prior research. The similarity of research topic and research methods. That's because this research examines reported speech in writing by using qualitative research methods. While the difference lies in the research objectives of the research objectives and data resource.

²Ri Kuk-Chol, Ri Sun-Yong, "An Error Analysis of Reported Speech Made by Korean Students," *American Journal of Education and Information Technology*,1 (January 2017).

The objectives of this study are to find out the students' errors in reported speech of question and to analyze the causes of students' errors in using reported speech of question in writing SMA Negeri 1 Batanghari.

Furthermore, the third prior research was conducted by Riyawi³. Their research used the qualitative research method. Data sources the document at the sixth semester students of STAI Hubulwathan Duri. The third prior research the purpose of this study was to determine the types of errors in using direct and indirect speech and the causes of errors at sixth semester students' of STAI Hubulwathan Duri.

This research has similarities and differences with the second prior research, this similarity lies in similarity with the research topic, and research methods. While the difference lies in the research objective and data resource. The objectives of this study are to find out the students' errors in reported speech of question and to analyze the causes of students' errors in using reported speech of question in writing SMA Negeri 1 batanghari. Meanwhile, the data resource of the third prior research is the writing document of sixth Semester students' of STAI Hubbulwathan Duri.

³Rafa Riyawi & Deby Alwiyah, "An Analysis on Students' Errors in Using Direct and Indirect Speech in Sentences at Sixth Semester", *Al-Ishlah: Jurnal Pendidikan*, 2 (2017).

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Error Analysis in writing

1. Definition of error analysis

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to a performance error that is either a random guess or a "slip," in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations.

An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Error analysis became distinguished from contrastive analysis by its examination of errors attributable to *all* possible sources, not just those resulting from negative transfer of the native language.⁴

In this research, the writer uses Ellis's theory for analyzing students' error on using cohesive devices in writing narrative text. Ellis classified the error through explaining, three steps of analyzing the errors. They are identifying error, describing error and explaining error.⁵

⁴Brown. H. Douglas, *Principle of Language Learning and Teaching*, (San Francisco State University: Pearson Longman, 2007), p 226-227.

⁵Rod Ellis, *Second Language Acquisition*, (Oxford: Oxford University Press, 1997), p.15-19

The first step is identifying errors. In this step, the writer reads each of students' narrative writing text. To identify the errors, the writer writes down and underlines the errors to differentiate each error. Then, the second step is describing errors. In this step, the writer lists the errors of cohesive devices in form of table, which consists of the example of sentences in using cohesive devices in context of narrative text. Moreover, the error sentence is identified into its types of error. In addition, the errors is calculated into percentage of errors to identify the frequency of errors.

Furthermore, the last step is explaining errors. In this last step, after analyzing error sentence in the table, the writer explains the result of error more complex. Therefore, the reader can comprehend the error sentences clearly by themselves.

2. Definition of Writing

Writing skill is one of the four basic skill, as listening, reading and speaking. The writing skill is more complicated than that of other language skills. It is generally considered one of the most difficult that other skill for foreign language students. Even native speakers feel difficulty in showing a good command of writing. The command over handwriting and spelling is also an essential element for writing.

It assists the students to make their writing more meaningful and communicative.⁶

Writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure).⁷ In the writing study the development of writing skills, suggesting that extended reading was necessary for organizational and grammatical improvement to occur.⁸

It is means that Writing is one way to sharing personal meanings and it uses to put the information by the user. Then, writing activity's can help the students to increase their ability because, learners can express their feelings, ideals, thoughts, emotions, attitudes, etc with writing.

3. The Process of Writing Skill

Writing is never a one-step action; it is an on going creative act. When the writers first write something, they have already been thinking about what to say and how to say it. Then after they have finished writing, they read over what you have written and make changes and corrections. The writers write and revise and write and revise again

⁶Muhammad Javed,"A Students' Assessment in Writing Skills of The Language", International Journal of Instruction, Vol.6, No.2 (2013),130.

⁷Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University,2000), p. 17.

⁸Horfath Jozsef, *Advanced Writing In English as A Foreign Language*(pecs:university of pecs:2001). p 8.

until they are satisfied that their writing expresses exactly what they want to say. The process of writing has roughly four steps, there are:

a. Prewriting

The first step is called prewriting . Prewriting is a way to get ideas. In this step, the writers choose a topic and collect ideas to explain the topic. Listing There are several techniques they can use to get ideas. In this chapter, they will practice the technique called listing. Listing is a prewriting technique in which the writers write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into their mind.

b. Organizing

The writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic and told the main idea. Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

c. Writing

The next step is to write a rough draft, using the outline as a guide. Write the rough draft as quickly as they can without stopping to think about grammar, spelling, or punctuation. Just get their ideas down on paper. The writers will probably see many errors in their rough draft. This is perfectly usual and acceptable- after all. this is just a rough draft. The writer will fix the errors later. Notice that the writers added some

ideas that were not in their outline. Notice also that he added a concluding sentence at the end.

d. Revising and Editing

This step is also called revising and editing. Polishing is most successful if the writers do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing). A peer editor is a classmate who reads the paper and helps the writer to improve the content and organization.⁹

B. The Concept of Learning reported Speech of Question Sentence

1. The Concept of Learning Reported Speech

There are two ways of relating what a person has said including of direct and indirect. Direct speech is repeat in the original speaker's exact word, usually found in conversations in books, in plays, and in quotations.¹⁰ Direct speech can be used when the writers report the actual words that somebody has said or written. In dialogue, direct speech often comes with a reporting clause, such as *she said*.

Example :

She said, 'The solution is in your hands.'¹¹

⁹Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (Newyork:Pearson Education,2007),p 15-18.

¹⁰A.J Thompson and A.V Martinet, *A practical English Grammar* (Newyork:Oxford University Press,1986),p 269.

¹¹Sidney Grenbaum and Gerald Nelson, *An Introduction to English Grammar* (London:Pearson Education Limited),p 189.

When the writer wants to say that a person used particular words, they use a quote structure. The writers can do this even if they do not know, or do not remember, the exact words that were spoken. When they use a quote structure, they report what someone said as if they were using their own words. Quote structures are sometimes called direct speech.

A quote structure consists of two clauses. One clause is the reporting clause, which contains the reporting verb. using their own words. Quote structures are sometimes called direct speech. A quote structure consists of two clauses. One clause is the reporting clause, which contains the reporting verb.

Example :

'I knew I'd seen you,' I said.

'Only one,' replied the Englishman.

The writers can quote anything that someone says - statements, questions, orders, suggestions, and exclamations. In writing, they use inverted commas (' ') or (" ") at the beginning and end of a quote. When they are using a quote structure to say what someone thought, they usually omit the inverted commas at the beginning and end of the quote.

Example:

How much should he tell her? Not much, he decided.¹²

¹²Collins Cobuild, *English Grammar* (London: The University of Birmingham, 1990), p 219-220.

In indirect speech, the writer give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words.¹³

Example :

He said (that) he had lost his umbrella.

There is no commas after **say** in indirect speech. That can usually be omitted after **say** and **tell** + object. But it should be kept after other verbs: complain, explain, object, point out, protest etc. Indirect speech is normally used when conversation is reported verbally, though direct speech is sometimes employed here to give a more dramatic effect.¹⁴

Indirect reported speech, where one wishes to report content of the original source without necessarily repeating sentences exactly as they were originally uttered, there are many more options available as well as certain rules of conversation.¹⁵

When a person wants to report what someone said, he or she can use direct or reported (indirect) speech. In direct speech, the writer gives the exact words that the person said. Indirect as well as direct speech is used to present both what was said and how it was said.¹⁶

Example:

He exclaimed, "This house is " very ugly!"¹⁷

¹³A.J. Thomson and A.V. Martinet, *A practical English Grammar*, p 269.

¹⁴Ibid..

¹⁵Marianne C. Murcia and Dianne L. Freeman, *The Grammar Book* (Manufactured: In the United State of America, 1999), p 687

¹⁶Betty Schramper, *Understanding and Using English Grammar* (New York: Pearson Education, 2002), p 254

¹⁷Rogelio A. Vallecillos, *Advanced Spanish Grammar* (New York: United State of America, 2017), p 130.

Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used. If the reporting verb (the main verb of the sentence, e.g. said) is simple past, the verb in the noun clause will usually also be in a past form, as in the example:

"I have to watch Tv."

She said she had to watch Tv

Changing verbs to past forms in reported speech is common in both speaking and writing. However, sometimes in spoken English no change is made in the noun clause verb, especially if the speaker is reporting something immediately or soon after it was said.¹⁸

Reported speech called indirect speech is a kind of speech that reports the information using a report structure rather than the exact words.¹⁹ Reported speech is an essential part of human communication in the form of explicit speech ascriptions, without presupposing the existence of an original utterance used in everyday conversations, news reports, philosophical treatises and works of fiction.²⁰

It means that it can be concluded that reported speech is quote somebody's idea or thoughts without exactly repeating the exact word produced by the speaker.

To report a question, put the subject before the verb or helping verb.

Remember that the subject comes after the helping verb when the

¹⁸Elizabeth Holt and Rebecca Clift, *Reporting Talk* (Cambridge:University Press,2006),p 5-11.

¹⁹Collins Cobuild, *English Grammar*. p 15.

²⁰Franziska Maria Koder, *Between Direct and Indirect* (Groningen,Univesity of Groningen,2016),p 15-16.

writers ask a question. Here are some examples. The subjects are printed in bold and the verbs are printed in color²¹

Asking a question	Reporting a question
”where are they going”?	I asked where they were going.
Did miss lee sing a song?	I asked whether miss lee sang a song.
Has she finished her homework?	I asked if she had finished her homework.

To report a question – word question, use the same question word in direct speech.

Direct speech	Indirect speech
Mom said,” where are your shoes?”	Mom asked where my shoes were.
Maggie said,”who has taken my pen?”	Maggie asked who had taken her pen.

2. The Function of Reported Speech

Reported speech has some important functions,as follow:²²

- a. The function of reported speech is primarilly one of adding vividness, highlighting certain events, and various ways making the story more interesting. Often it is difficult to decide if it is the aparticipant or the action which is being highlighted. Actually the total event, that is, the

²¹Howard Sargeant, *Basic English Grammar For English Learner*(Singapore, the United States by Saddleback Educational,2007), p 136.

²²Mildred L. Larson, *The Function of Reported speech in Discourse* (Linguistic:Summer Institute of Linguistics,1978), p 25

whole deep structure proposition, rather than one or the other, is highlighted in many instances. In discussing heightened vividness in discourse, states that vividness in discourse, states that vividness can be added to a discourse. The theoretical one have no deep structure speech act, but rather the quotation highlights participants or events within one discourse.

- b. Reported speech is also one of the devices used as the rhetorical device that does not in any way realize a speech act from the deep structure. Often it is difficult to decide if it is the participant or the action which is being highlighted. Actually the total event, that is, the whole deep structure proposition, rather than one or other, is highlighted in many instances.

3. Types of Reported Speech

a. Reporting Yes/No and W-H questions

The reported speech of question is a type of reported speech that reports the question sentence into a statement sentence that includes of yes/no question and w-h question. Some questions begin with a *wh-word*. We can call these wh-questions. When we report a **wh-question** we use a *reporting clause* followed by a clause. When we report a **yes/no question** we use a *reporting clause* followed by a clause beginning with either **if** or **whether**:

Example :

Liz wanted to know **if/whether I'd** seen Tony

'Who was the winner?'

I asked who *the winner was*. (or ...who was *the winner*.)

Notice that we don't use a form of **do** in the *wh-*, *if-*, or *whether-* clause.²³

b. Reporting orders and requests

The writers use a pattern with the to-infinitive to report orders and requests.

'*Could you fill in the form, please?*' They **told/asked us to fill** in the form.

c. Reporting offers

Reported speech can be used to report offers, suggestions etc.

'*I can lend you some money.*' Sue **offered to lend me** some money. Verbs of reporting include of *accept, pray, add, confirm, predict, admit, consider, imagine, promise, suggest, advise, inform, agree, cry, read, swear, answer, decide, tell, recommend, thank, argue, invite, record, think, ask, know, learn, understand, mention, believe, want to know, explain, replay, call, feel, notify, whisper, say, write, complain, smile.*

The functions of reporting verb are to report statements, thoughts, questions, requests, apologies and so on.

²³Martin hawings ,*Advanced grammar in use*(cambridge:cambridge unversity press,1999),p 66

Example :

Polly says we'll enjoy the show.

*You **mentioned** that you were going on holiday.*

Some verbs express how a sentence is spoken.

*'Oh, not again,' he **groaned**.*²⁴

4. The Rules of Reported Speech.

a. Tenses in Reported Speech

The writers sometimes change the tense of the verb from present to past, especially when the statement may be untrue or is out of date.²⁵

Example :

*Emma said she **liked** football, but she never watches it.*

*Leon said he **was** tired, so he had a rest.*

There are some changes based on the tenses, here are the formula:

Direct speech	Indirect speech
Simple present tense	Simple past tense
Present continuous	Past perfect
Present perfect	Past perfect continuous
Present perfect continuous	Past perfect
Simple past	Past perfect
Past perfect	No change
Simple future	No change
May	Might
Can	Could

²⁴John Eastwood, *Oxford Guide to English Grammar* (Oxford:Oxford University Press,1994),p 347.

²⁵Ibid., p 351.

Besides tenses and pronoun, to change the direct into indirect speech or reverse, the words refer to time and position also need to change.

The following are the forms:

Direct speech	Indirect speech
This	That
These	Those
Now	Then
Ago	Before
Last night	The previous
Next day	The following day
Today	That day
Tomorrow	The following day
Just	Then

To use the forms, here are the examples:

Direct Speech: “where do you want to go now?”

Indirect Speech: He asked me where I wanted to go then.

In reported speech we usually report what was said at a different time, and so we change the tense to reflect the time which we are reporting.²⁶

b. Use of Comma in Reported Speech

- 1) The writers use a comma after *said*, *admitted* etc and before direct speech, but not before indirect speech.

²⁶Muhammad Dalimunte, ”Students Ability at Changing Direct into Indirect Speech and Indirect into Direct Speech”, International Research and Critics and Institute Journal, 2(may 2019).

Fiona said, 'It's getting late.'

Fiona said it was getting late.

2) Sometimes the main clause is at the end, as a kind of afterthought.

There is a comma after the indirect speech.

His team were beaten by a better side, Gould admitted.

There will be no trains on Christmas Day, British Rail announced yesterday.

The writers cannot use *that* when the indirect speech comes first.²⁷

5. Errors in using Reported speech of question Sentence

The Errors in using Reported speech of question Sentence are as follow:²⁸

a. The use of the error reporting verb

In reported speech of question sentence, the reporting verb that is used is *asked*. However, the error reporting verb is usually used by the writer such as the use of *said* and *told*.

b. The use of the error verb tense

In English verb tenses require to be obligatorily changed since in reported speech we usually talk about a time in the past. However, the writers sometimes do not change the verb tenses.

c. The use of the error pronouns and possessive determiners

In reported speech pronouns and possessive determiners may

²⁷John Eastwood, *Oxford Guide to English*. p 351.

²⁸Dan Rag Rajmi, "Teaching Reported Speech", *Journal of Nelta*, Vol 14, No.2 (2009), 134-135

necessitate to be changed when the speaker or listener changes. One has to be very careful with personal pronouns. They require to be changed according to the situation. However the writers sometimes use the wrong pronouns and possessive determiners in writing reported speech of question sentence

d. The use of the error demonstrative and adverbs

The demonstratives and adverbs, such as *this*, *these*, *here*, *now*, and *today*, may need to be replaced by more remote forms such as *that*, *those*, *there*, *then*, and *that day* or by a more direct reference to the place or time. However, some of the writers produce the error demonstratives and deictic adverbs in writing reported speech of question sentence.

e. The use of the error helping verb or *if*

It is a quite common rule that while reporting questions the word order requires to be changed to that of a statement, namely subject-verb, and the auxiliary verb *do* is dropped. Moreover, the *yes/ no* questions start with *if*, or *whether* and *wh*-word questions, such as *why*, *when*, and *where*. However, some of the writers produce the error use of helping verb or *if* in writing reported speech of question sentence.

6. causes of errors in using reported speech

There are some causes of errors in using reported speech, as follow:

a. General causes

One of the main causes for errors in the reported speech is the grammatical elements to be taken into account in the reported speech. These errors particularly pose difficulty because there are students from a variety of different backgrounds, with different personal and professional interests, with different motivations for learning English. moreover, they normally do not use the reported speech outside the classroom. Undoubtedly, they require a clear and effective context to present reported speech in a variety of situations, rather than in a single context.

b. Specific causes

The specific causes are grounded on the dissimilarities between Indonesia and English reported speech. The basic assumptions in contrastive analysis are that the similarities are equated with ease ease dissimilarities are equated with errors in learning. However, assumes that the errors in the second language are learning strategies depending on the learners and his/her socio-psychological background rather than instances of mother tongue inference. In this respect, we may make some predictions with respect to errors in shifting direct to the indirect speech.

Some solutions of errors in using reported speech

Some solutions of errors in using reported speech are as follow:

- a. While designing the syllabus of English for the Indonesian learners, significant distinct characteristics of English reported speech should be taken into consideration.
- b. While writing the textbooks of English, the reported speech should be presented in such a way that the learners can easily master the process of back shift and the process of changing the questions in to reported speech in English.²⁹

²⁹Dan Rag Rajmi, "Teaching Reported Speech", Journal of Nelta, Vol 14, No.2 (2009),136.

CHAPTER III

RESEARCH METHODOLOGY

A. The Type and Characteristic of Research

Ary states that qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants.³⁰

The type of this research is a qualitative research. Fraenkel and Wallen hold that this type of research is a greater emphasis on holistic description on describing in detail all of what goes on in a certain activity or situation rather than on comparing the effects of a certain treatment as in experimental research, say, or on describing the attitudes or behaviors of people as in survey research.³¹

According to Creswell, qualitative research is a means for exploring and understanding the meaning of individuals or groups describe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars

³⁰Donald Ary et. al. *Introduction to Research in Education* 8th Edition. (Canada: Wadsworth Cengage Learning. 2010) p.39.

³¹Jack R. Fraenkel and Normal E. Wallen, *How to Design and Evaluate Research in Education* (New York: Mc Graw-Hill, 2009), p. 422.

to general themes, and the writer making interpretations of the meaning of the data. The final written report has a flexible structure.³²

Based on the explanation the writer can conclude qualitative research is qualitative research is not based on philosophical assumptions, perspective and theories but finding the phenomena which the writer knows from analysis of the students' writing result.

Going to this statement, the writer applied the qualitative research to analyze and to describe about reported speech of question.

The characteristic in this research focuses on the descriptive qualitative research. The writer takes a survey that it can be used to describe phenomenon and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristic of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.³³

B. Data Resource

In this reserach the writer divides the sources into two items.

They are primary and secondary.

³²Creswell, W. John, *Writer Design: Qualitative, Quantitative, and mixed methods approaches*, (United States of America: Sage, 2009),p.22

³³Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology*, (USA:John Wiley and Sons, Inc. 2005), p. 16.

1. Primary sources

Primary source are are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They primary sources of this research are 15 students' assignment in English subject particularly about indirect question, in addition the primary source of this research is the results of interview in English teacher.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources.They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from observation, documentation, the books, journals, e-books and articles that are related to the research.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.³⁴ It means that the data collection taken form process analyzing data become theory or interpretations. The data collection is the accumulation of specific evidence that enables the writer to properly analyse the results of all activities by his research design and proceduresIn this research the writer use

³⁴Linda Kalof et. al., *Essential Of Social Research*. (England: Open University Press.2008), p. 85.

1. Observation

Observation is the process when the researcher takes field notes on the behavior and activities of individuals at the research site³⁵ Observations in this study were used to observe the main topics of the study, namely those related to the reported speech of questions in students' writing

2. Interview

Interview provides useful information when the writer cannot directly observe participants, and the writer permits participants to describe detailed personal information. Therefore, in this research the writer used interview to collect the data from the students about the students' errors in using reported speech of question and the causes of errors faced by the students at SMA Negeri 1 Batanghari.

3. Documentation

Qualitative writers may use written documents or other artifacts to gain an understanding of the phenomenon under study. Documents can be a valuable source of information in qualitative research. In this research, the writer uses documents technique to collect data from the students in the form of the written document of students' English assignment to know the students' errors in using reported speech of question and the causes of errors.

³⁵John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th Ed* (United States of America: Sage Publications, 2014), 239.

D. Data Analysis Technique

The important part of research is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to character facts or meanings.

The writer would apply Miles and Huberman model to analyze the data.³⁶ The components of this analysis model are pictured by this figure.

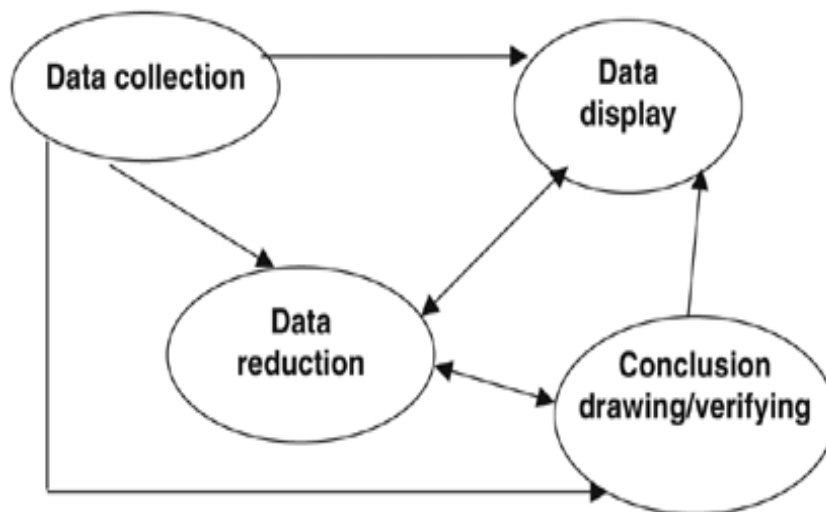


Figure 1. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁷

1. Data collection is the step when the writer gather all data which are used to complete the research.
2. The writer reduces the data She had gotten by summarizing and choosing specific things.

³⁶Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429.

³⁷*Ibid.*,

3. To display the data, the writer usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
4. Lastly, the writer verifies her research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Results of the Research

1. Description of the Research Setting

The descriptive location of the research has taken by the researcher by using the data collecting method. There are many descriptions about location of the researcher such as:

Condition of the teacher and official as Sma Negeri 1 Batanghari, the numbers of teacher and official employers in SMA Negeri 1 Batanghari in the academic year of 2020/2021 are that can be identified as follows:

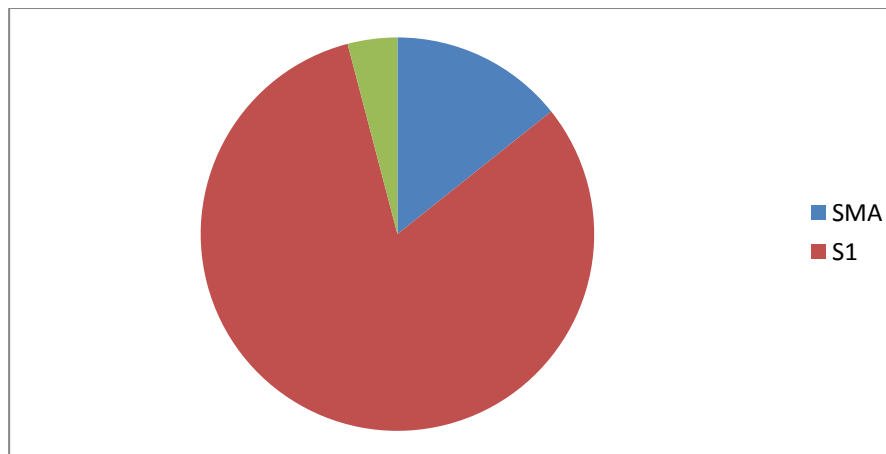


Figure 2. Condition of the teacher and official at SMA Negeri 1 Batanghari in the academic year of 2020/2021

Based on figure 2. above, it can be seen that the condition of the teacher and official at Sma Negeri 1 Batanghari in the academic year of 2020/2021. The condition of teacher's and official is SMA 7 Teacher's, S1 40 Teacher's and S2 2 Teacher's.

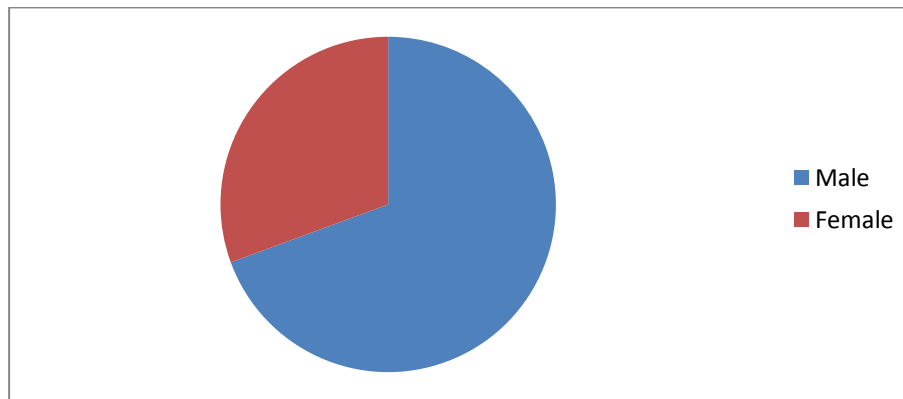


Figure 3. The gender of teacher's and official at SMA Negeri 1 Batanghari in the academic year of 2020/2021

Based on figure 3, it can be seen the gender of teachers's and official at SMA Negeri 1 Batanghari in the academic year of 2020/2021. The gender of teacher's and official is male 34 teacher's and female 15 teacher

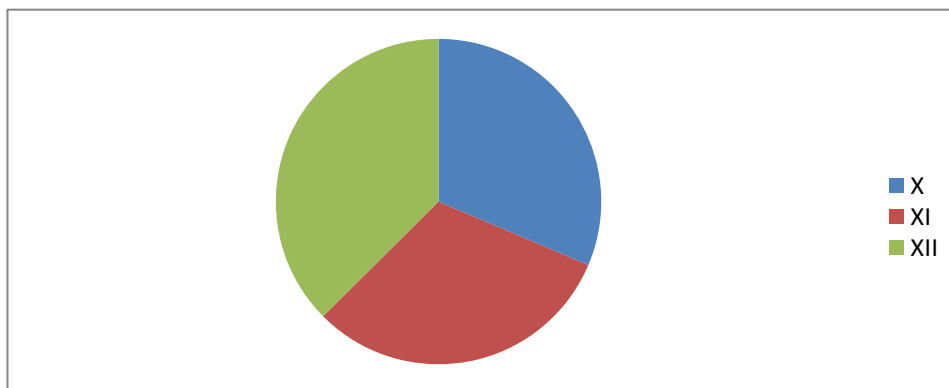


Figure 4. The students' quantity at SMA Negeri 1 Batanghari academic year 2020/2021

Based on the figure IV, it can be seen that the student's quantity at SMA Negeri 1 Batanghari in the academic year of 2020/2021. The students' quantity of class X is 155 students', class XI is 154 students and class XII is 185 students'.

2. Description of Research Result

Description of Research Result refers to the research question including of *What are the students' errors in using reported speech of question in writing at SMA Negeri 1 Batanghari, Why do the students get errors in reported speech of question in writing at SMA Negeri 1 Batanghari.*

a. The Students' Errors in Using Reported Speech of Question in Writing

In collecting the data of the first research question, the researcher used the techniques of observation, interview and documentation. Therefore, the instruments are observation sheet, and interview sheet.

1) The Data Analysis Based on the Observation Sheet

The data result of observation sheet related with the the students' errors in using reported speech of question in writing. The use of the error reporting verb, the use of the error verb tense, the use of the error pronouns and possessive determiners, the use of the error demonstrative and adverbs, The use of the error helping verb or if/wheather.

a) The use of the error reporting verb

Based on the result of observation, it is investigated that There are 5 error reporting verb types out of 69 overall errors. In the other words, there is 6% error rate of using the reporting verb.

b) The use of the error verb tense

Based on the result of observation, it is investigated that there are 5 error verb tense types out of 69 overall errors. In the other words, there is 49% error rate of using the verb tense.

c) The error pronoun and possessive determiner

Based on the result of observation, it is investigated that there are 5 error pronoun and possessive determiner types out of 69 overall errors. In the other words, there is 29% error rate of using pronoun and possessive determiners.

d) The use of the error demonstrative and adverbs

Based on the result of observation, it is investigated that there are 5 error demonstrative and adverb types out of 69 overall errors. In the other words, there is 16% error rate of using demonstrative and adverb.

e) The use of the error helping verb or if/whether

Based on the result of observation, it is investigated that there are 5 error helping verb or if/whether types out of 69 errors. In the other words, 0% error rate of using helping verb or if/whether.

The description of research result is illustrated in the following table:

Table 3. The Types of the Error Reported Speech

No	Types of the error Reported speech	Frequency of Reported speech	Percentage of Reported speech
1	The error reporting verb	4	6%
2	The error verb tense	34	49%
3	The error pronoun and possesive determiner	20	29%
4	The error demonstrative and adverb	11	16%
5	The error helping or if/wheither	0	-
Total		69	100

Based on the observation data above, there are 4 kinds of errors using reported speech of question in writing that are, as follows:

1. The error reporting verb
2. The error verb tense
3. The error pronoun and possesive determiner
4. The error demonstrative and adverb

In addition, it was investigated that errors in the use of the reported speech of question in writing which is the highest in the use of the verb tense. This is because the highest percentage of 49% is included in the error.

2) The data analysis based on Interview

The results of the interview data analysis related to difficulty in using reported speech of question sentence in writing, including:

a). The use of the error reporting verb

Based on the interview result, it was known that the students have errors in using the reported speech of question sentence in writing, but they are able to use the spoken interrogative sentence in writing. The students have good enthusiasm for that material, but of course most of them have difficulty. Particularly, the students have errors in using reporting verb because the students can not distinguish its use yet. For example, the appropriate indirect sentence should be: *My friend asked me when we would meet again.* However, the students answer : *My friend asked me if friend had asked.*

b). The use of the error verb tense

It was investigated based on the interview result that most of the students have difficulty in changing the tense form because they did not master the concept of tenses, for the example, changing the reported speech of question sentence from present tense to reported speech in past tense etc.

c). The use of the error pronouns and possessive determiners

Based on the interview result, the students often got errors in the use of pronouns and possessive determiners, because students do not understand the concept of pronoun and possessive determiners.

d). The use of the error demonstrative and adverbs

Based on the interview result, it was investigated that the students often got errors in the use of demonstratives and adverbs,

because They are still confused in their placement, particularly the change of adverb of time.

e). The use of the error helping verb or if

It was investigated that in learning the reported speech of question sentence, the students are still confused about the addition both helping verbs and if or wheither.

b. The Causes of the Students' Errors in Reported Speech of question in writing

In investigating the causes of students' errors in reported speech of question sentence in writing, the researcher used the instrument of interview with teacher.

1) The difference of students' background knowledge

The students get errors in using reported speech of question caused by difference students' background knowledge. The students seldom find directly the use reported speech in their learning book.

2) The lack of motivation and intention

The students found errors in using reported speech of question caused by the low motivation and intention. In addition, most of the students do not understand the material so it wil be difficult when students are enthusiastic in learning it.

B. DISCUSSIONS

The students' errors in using reported speech of question sentence in writing were analyzed based on the instrument of observation and interview. The first analysis of the students' errors in using reported speech of question sentence in writing was conducted by observing the students' writing assignment. It was adopted from the theory taken from Dan Rag Rajmi about some errors faced by the students in using reported speech of question sentence in writing including of the use of the error reporting verb, the use of the error verb tense, the use of the pronouns and possessive determiners, the use of the error demonstrative and deictic adverbs, and the use of the error helping verb or if.³⁸

Based on the observation result, each percentage of students' errors in using reported speech of question sentence that consist of the 6 % error reporting verb, 49% error verb tense, 29% error pronoun and possessive determiners, 16% error demonstrative and adverb .

Therefore, there are four of five errors in using reported speech of question sentence arranged based on the highest error percentage, the consist of 49% error verb tense, 29% error pronouns and possessive determiners,16% error demonstrative and adverbs, and 6% error reporting verb.

³⁸Dan Rag Rajmi," Teaching Reported Speech", Journal of Nelta, Vol 14, No.2 (2009).p. 134-137.

Moreover, the second analysis of the students' errors in using reported speech of question sentence was conducted by interviewing the teacher. It was adopted from the theory taken from Dan Rag Rajmi about some errors got by the teacher in using reported speech of question sentence.³⁹

In addition, the results of the interview data analysis related to the students' difficulty in using reported speech of question sentence, including of the use of the error verb tense ,the use of the pronouns possessive determiners, the use of the error demonstrative and adverbs, and the use of the error reporting verb.

Therefore, based on the discussion above, it is concluded there are four errors in using reported speech of question sentence including of the use of the error verb tense, the use of the pronouns, possessive determiners, the use of the error demonstrative and adverbs, and the use of the error reporting verb.

In investigating that the cause of students' errors in reported speech of question sentence in writing, the researcher used the instrument of interview with English teacher developed from theories taken from Dan Rag Rajmi. According Dan Rag Rajmi, there are the cause of students' errors in reported speech of question in writing

³⁹Dan Rag Rajmi, teaching reported speech, p. 134-135.

including of the difference students' background knowledge, the difference students' background knowledge.⁴⁰

Based on the result of interview, the researcher analyzed the causes of students' errors in reported speech of question sentence in writing, including the difference students' background knowledge, and the lack of motivation and intention.

⁴⁰Ibid., p 135.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first one is about the students' errors in using reported speech of question in writing. Based on the result and interview, it was investigated that the students' errors in using reported speech of question in writing consist of the use of the error verb tense, the use of the pronouns and possessive determiners, the use of the error demonstrative and adverbs, the use of the error reporting verb.

In addition, the second research result is about the causes of students' errors in reported speech of question in writing. Based on the result interview, it was investigated that the causes of students' errors in reported speech of question in writing include of the difference students' background knowledge, the lack of motivation and intention.

B. SUGGESTION

The researcher provides some suggestion for the writer, the students, the teacher and the headmaster, as follows: the first it suggested that the students understand more about using reported speech of question sentence in writing, and master vocabulary better. The second, it is recommended that the English teachers to assist the students in using reported speech of question sentence in writing, and understand it. The last, it is suggested that the headmaster to motivate and to facilitated. The English teacher in teaching English.

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APPENDIX

1. Blue Print of Observation Sheet

No	Aspect	Sub Aspect	References
1.	The students' errors in using reported speech of question in writing	The use of the error reporting verb	Dan Rag Rajmi," Teaching Reported Speech", Journal of Nelta, Vol 14, No.2 (2009),134-137
		The use of the error verb tense	
		The use of the pronouns and possessive determiners	
		The use of the error demonstrative and deictic adverbs	
		The use of the error helping verb or if	

2. Blue print of Documentation Sheet

No	Aspect
1	The profile of SMA Negeri 1 Batanghari
2	The building condition and school facilities in SMA Negeri 1 Batanghari
3	The quantity of students at SMA Negeri 1 Batanghari
4	Fifteen Students' writing assignment
5	Interview results

3. Blue Print of Interview sheet

No	Aspect	Sub Aspect	References
1.	The students' errors in using reported speech of question in writing	The use of the error reporting verb	Dan Rag Rajmi," Teaching Reported Speech", Journal of Nelta, Vol 14, No.2 (2009),134-135
		The use of the error verb tense	
		The use of the error pronouns and possessive determiners	
		The use of the error demonstrative and deictic adverbs	
		The use of the error helping verb or if	
2.	The causes of students' errors in reported speech of question in writing	General cause: the difference students' background knowledge	Dan Rag Rajmi," Teaching Reported Speech", Journal of Nelta, Vol 14, No.2 (2009),135.
		Specific causes: the lack of motivation and intention	

4. The Condition of the Teacher and Official at SMA Negeri 1 Batanghari

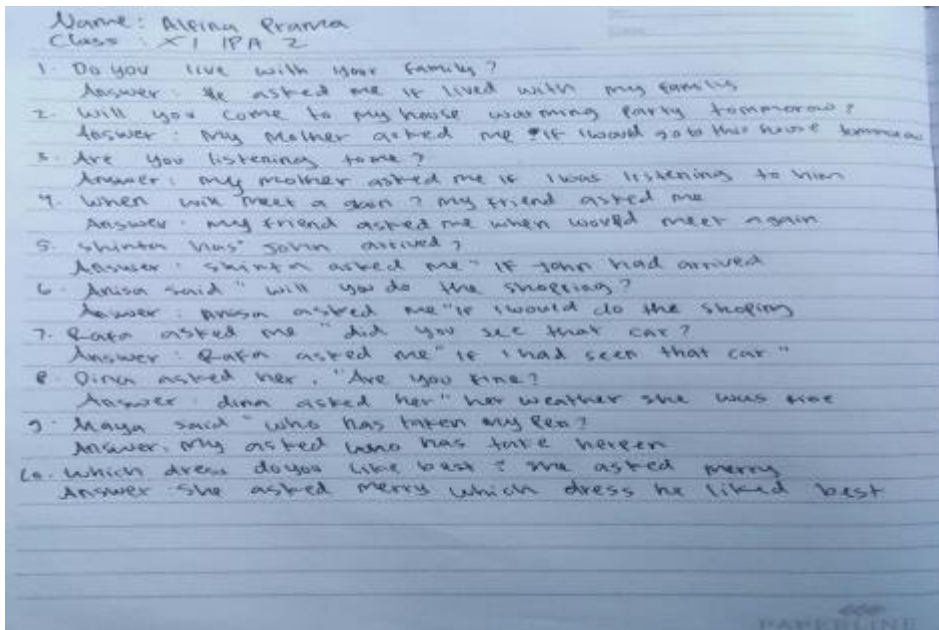
Condition of the Teacher and Official at SMA Negeri 1 Batanghari, the numbers of teacher and official employers in SMA Negeri 1 Batanghari in the academic year of 2020/2021 are that can be identified as follows:

Table 4. The Condition of the Teacher and Official at SMA Negeri 1 Batnghari, in the academic year of 2020/2021

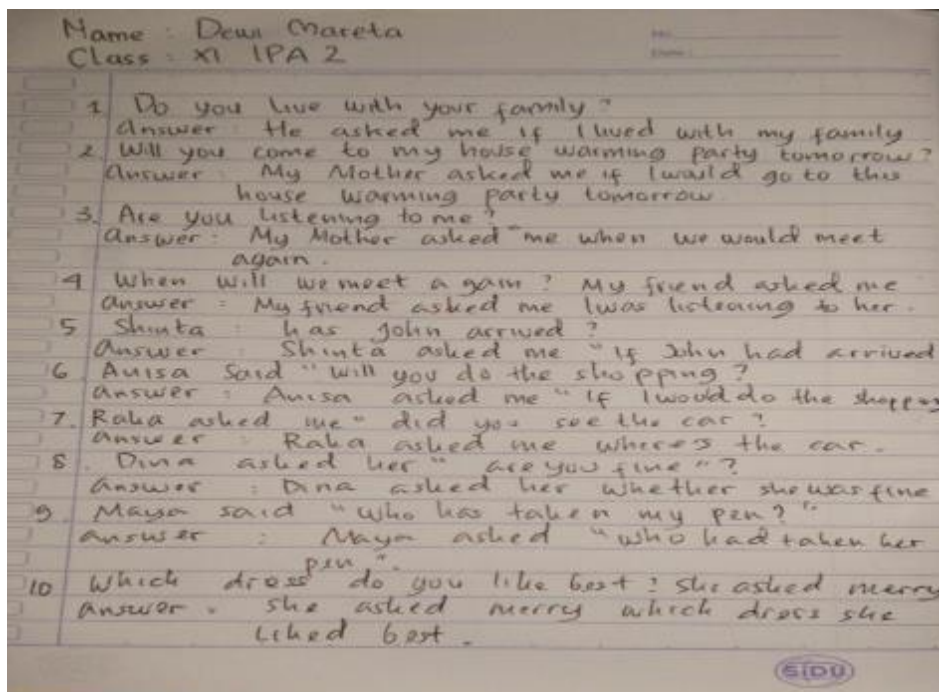
No	Nama	Sex	Occupation
1	Drs.Mujiono,M.Pd	Male	Principal
2	Yulianingsih	Female	School committee
3	Cica kusanti,S.Pd	Female	Administration
4	Sustyawati	Female	Deputy head of Students affairs
5	Sri Widiat,Amd.	Female	Head of library
6	Drs. Mujiono	Male	Mathematic teacher
7	Drs. Purwanto	Male	Mathematic teacher
8	Drs. Sigit Riyono	Male	Mathematic teacher
9	Alex Priatna, S.Pd	Male	Mathematic teacher
10	Riduan S.Pd	Male	Mathematic teacher
11	Drs. Supiyono	Male	Indonesian teacher
12	Ngalimanto,S.Pd	Male	Indonesian teacher
13	Drs. Warsiyo	Male	Indonesian teacher
14	Mariyani, S.Pd	Female	Indonesian teacher
15	Chandra Daya,M.Pd	Male	English teacher
16	Murdiyanto,S.Pd	Male	English teacher
17	Drs. Giyarto	Male	Geography teacher
18	Indarani,S.Pd	Female	Geography teacher
19	Joni Ali, S.Pd	Male	Biology teacher

20	Genilia Rosidah,S.Pd	Female	Biology teacher
21	Drs. Sidik purnomo	Male	Biology teacher
22	Lely Yuriana,S.Pd	Female	Biology teacher
24	Abdi Simatupang,S.Pd	Male	Chemistry teacher
25	Sondang Pane,S.Pd	Male	Chemistry teacher
26	Dwi Setyawan,S.Pd	Male	Chemistry teacher
27	Dra. Srijayanti	Female	History teacher
28	Dra. Dwi Anggraini	Female	History teacher
29	Drs. Tuwuh	Male	PKN teacher
30	Dra. Suwarti	Male	PKN teacher
31	Drs. Agung Adi S	Male	Sports teacher
32	Taufik A. Furqon,S.Pd	Male	Sports teacher
33	Dra. Nikmaturrohmah	Female	Religion teacher
34	Purwono, S.Ag	Male	Religion teacher
35	Dra. Mulyaniwati	Female	Counselor teacher
36	Yeyen kurniawan,S.Pd	Female	Counselor teacher
37	Ida Riyani, S.Pd	Female	Sociology teacher
38	Dra. Suci Astuti	Female	Sociology teacher
40	Dra. Elisa Rostiana	Female	Economy teacher
41	Drs. M. Hasim	Male	Economy teacher
42	Lady Theresya,S.P.d	Male	Economy teacher
43	Sukimin,S.Pd	Male	Agriculture teacher

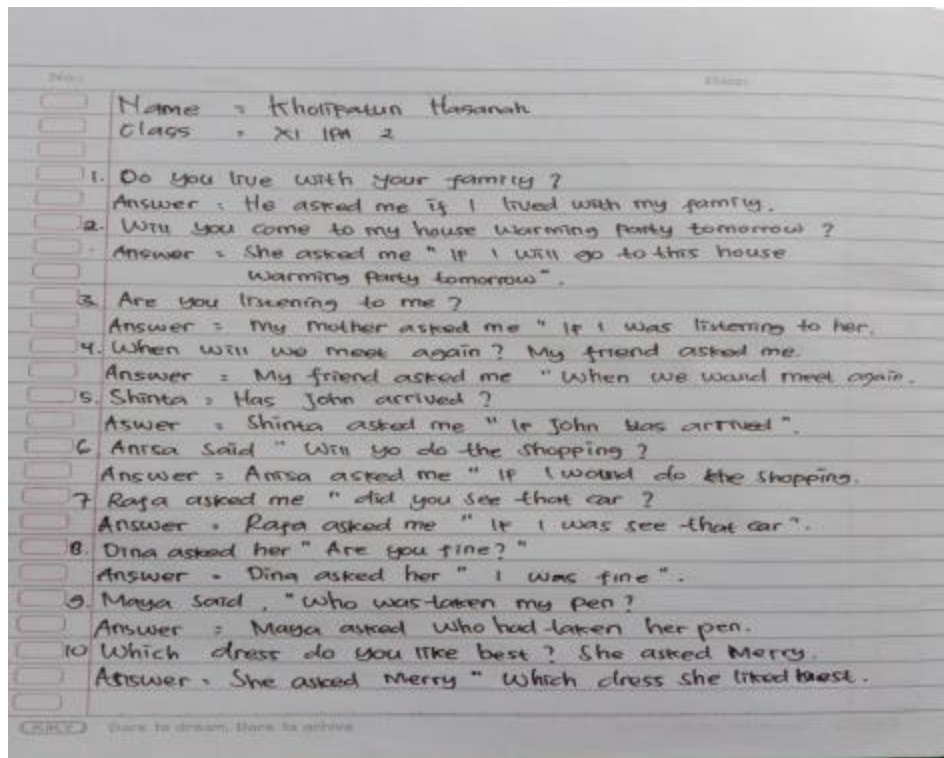
5. The Students assignment about reported speech



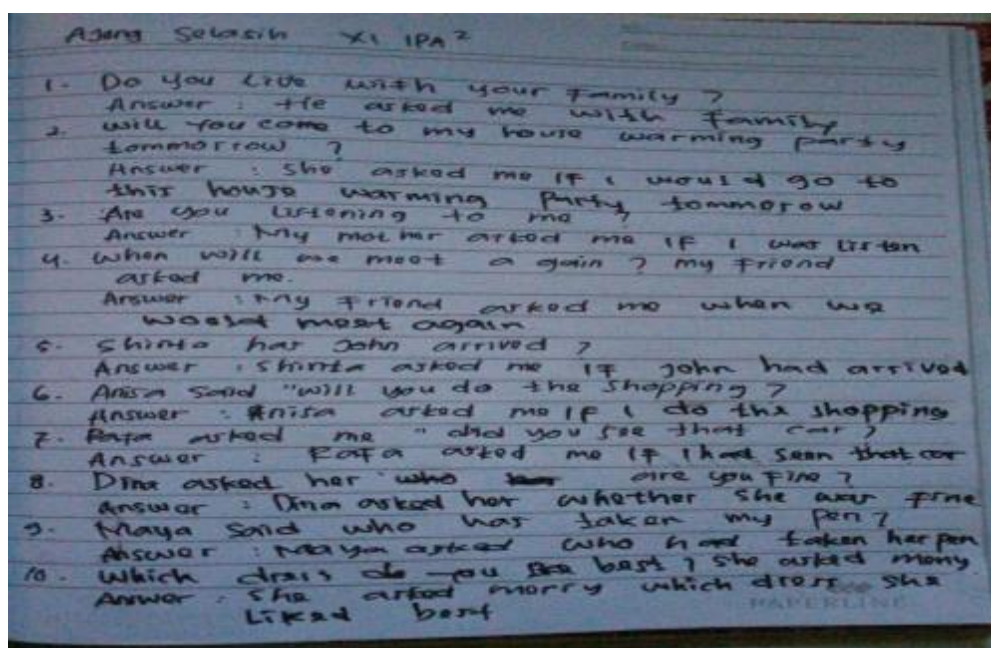
Alfina prima



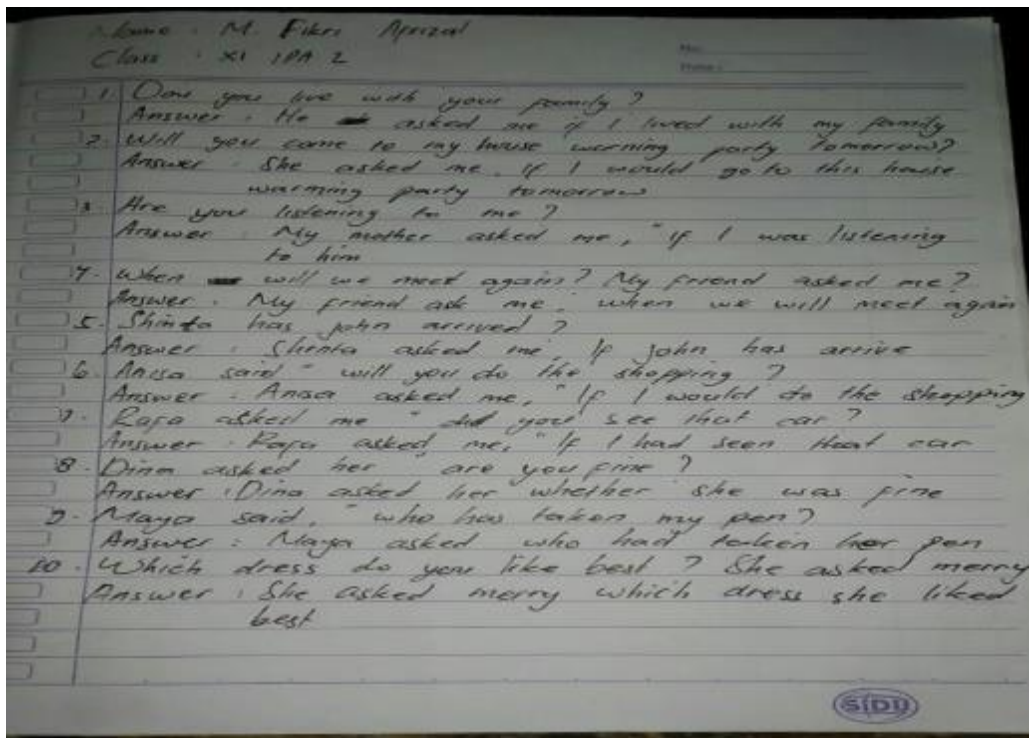
Dewi Mareta



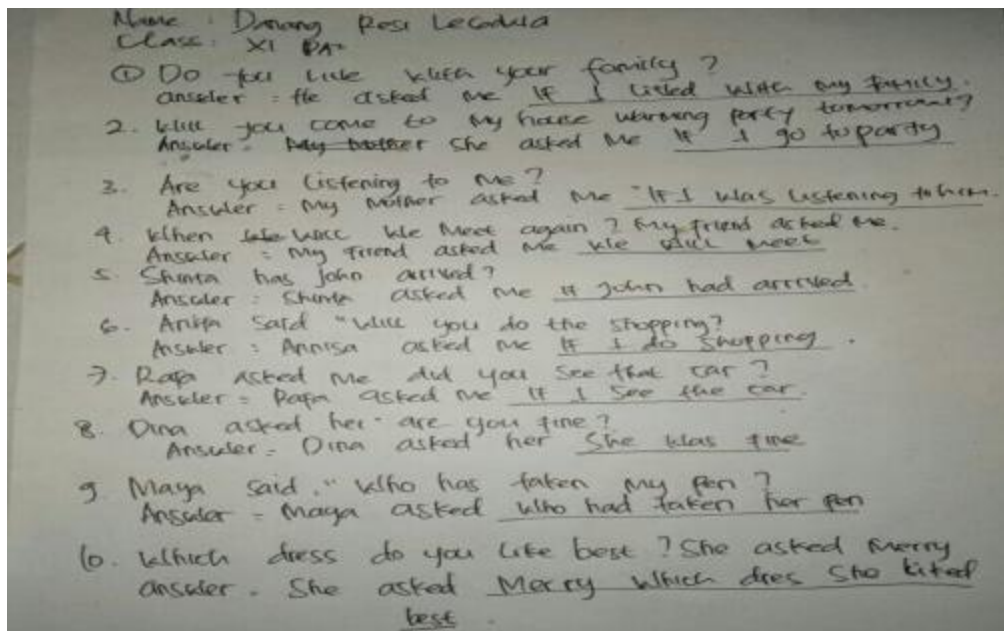
Kholifatun hasanah



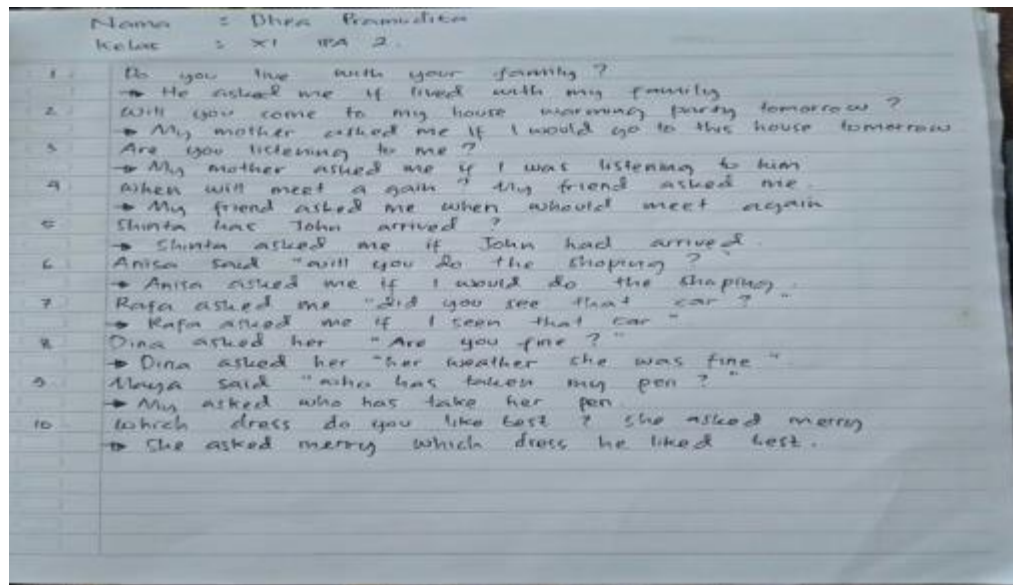
Ajeng selasih



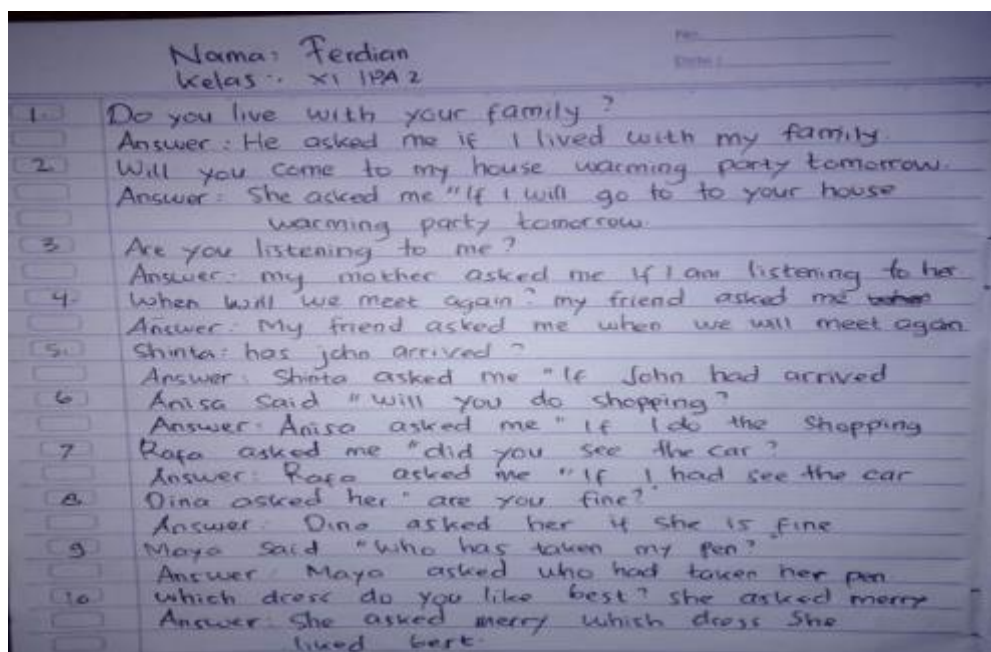
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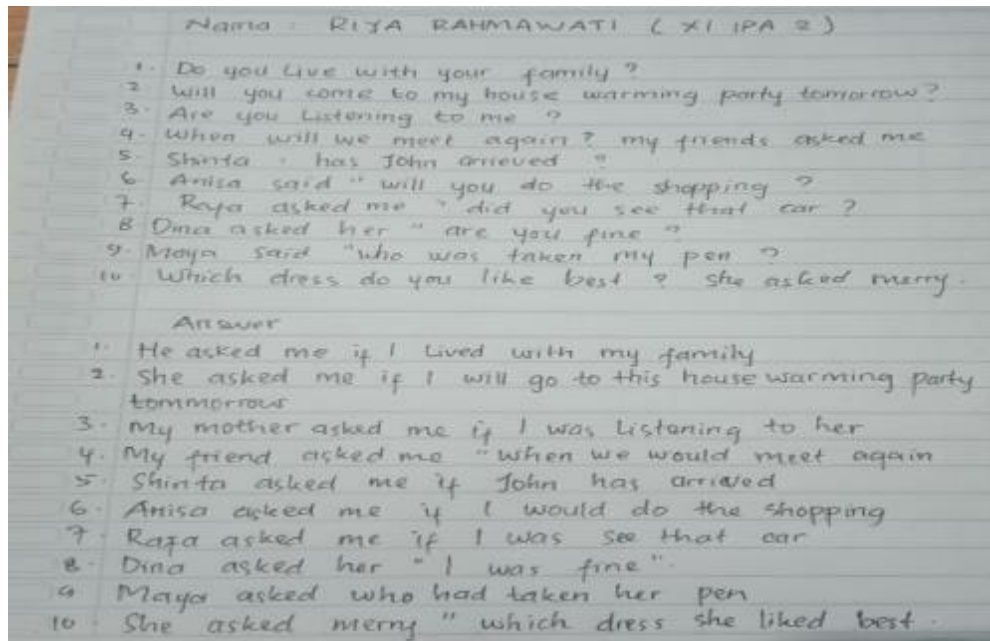
Danang Resi Legow



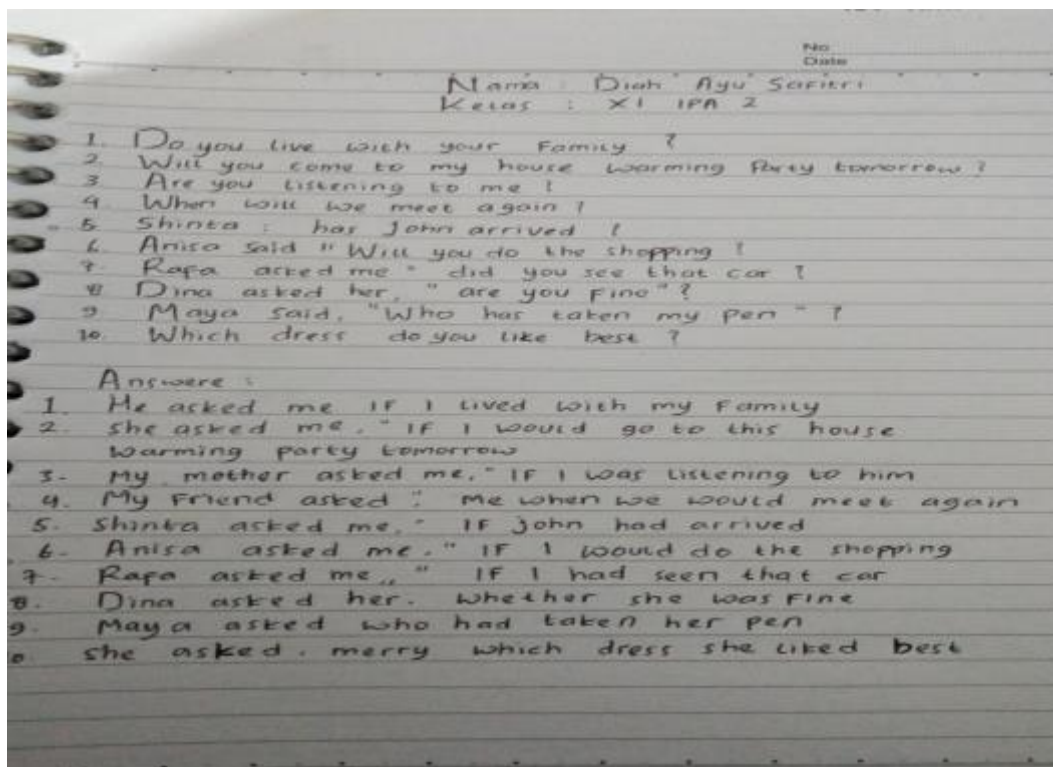
Dhea pramuditha



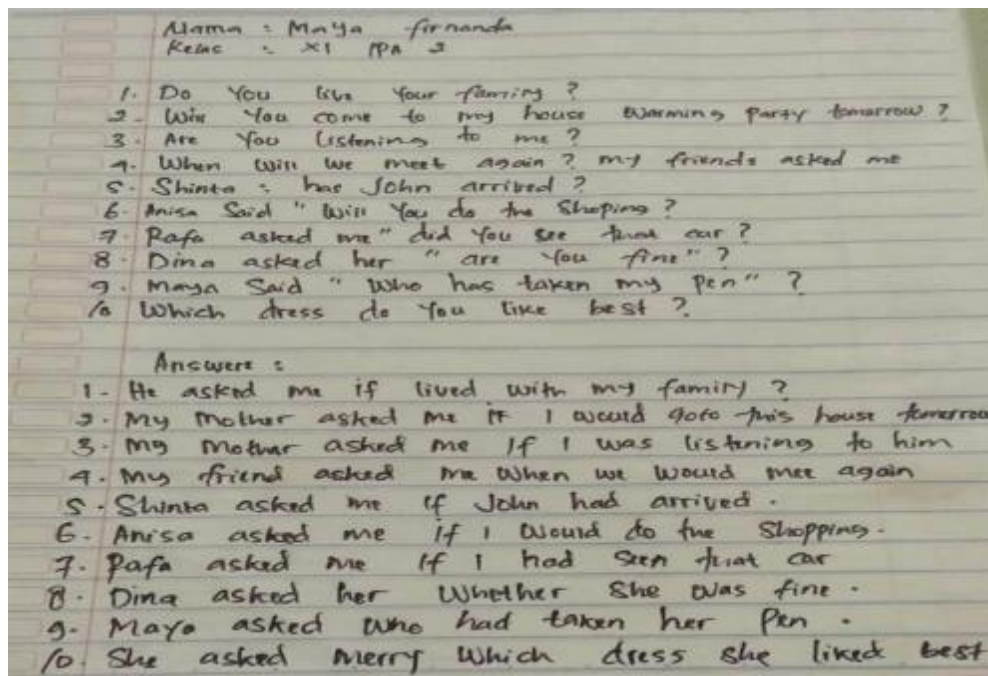
Ferdian



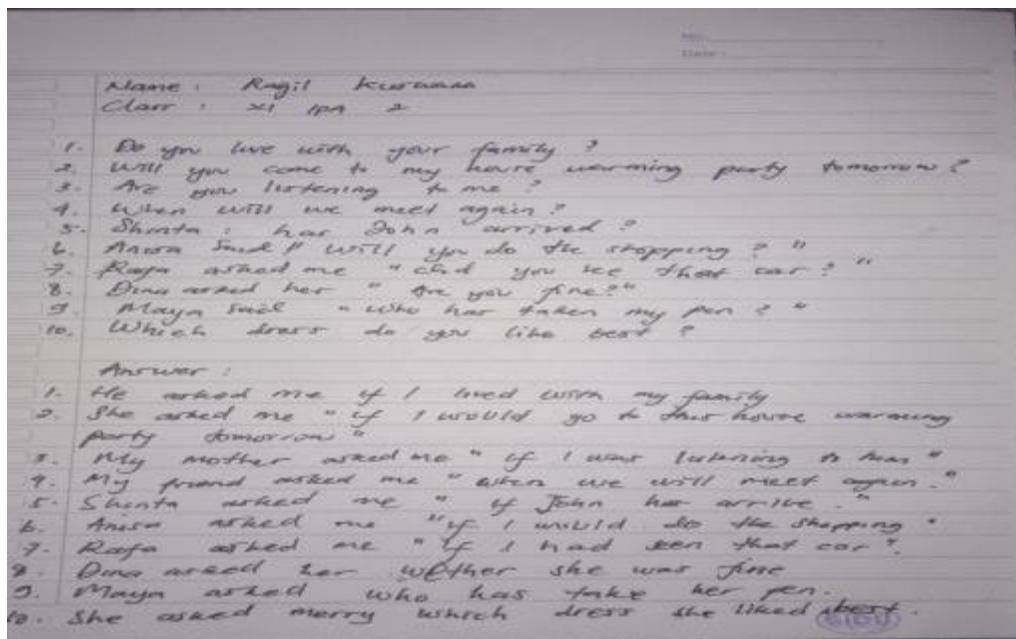
Riya rahmawati



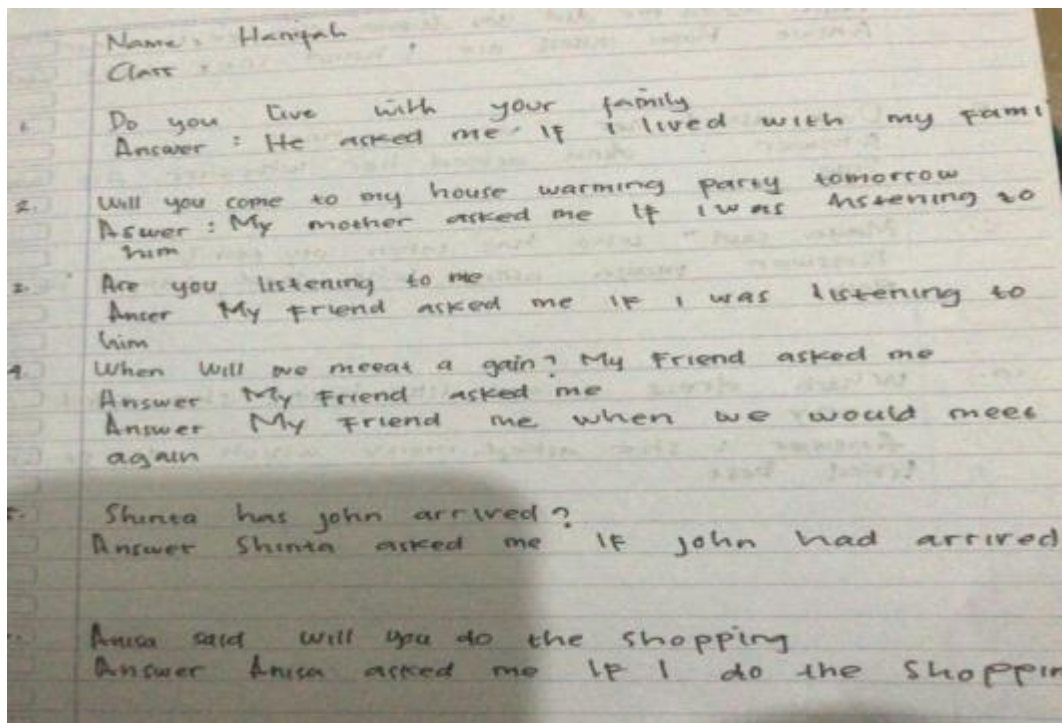
Diah Ayu Safitri



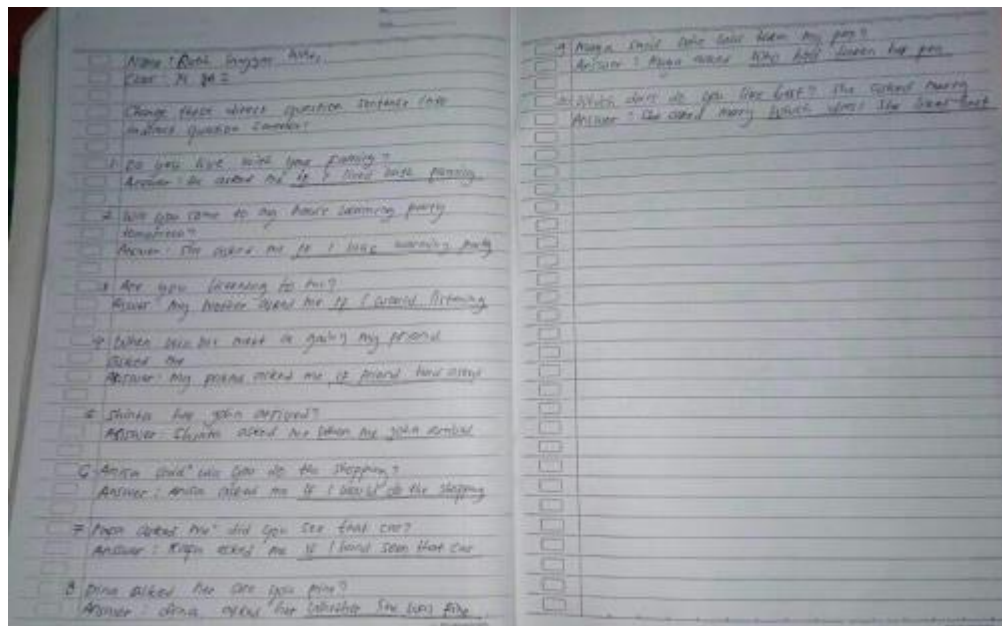
Maya fernanda



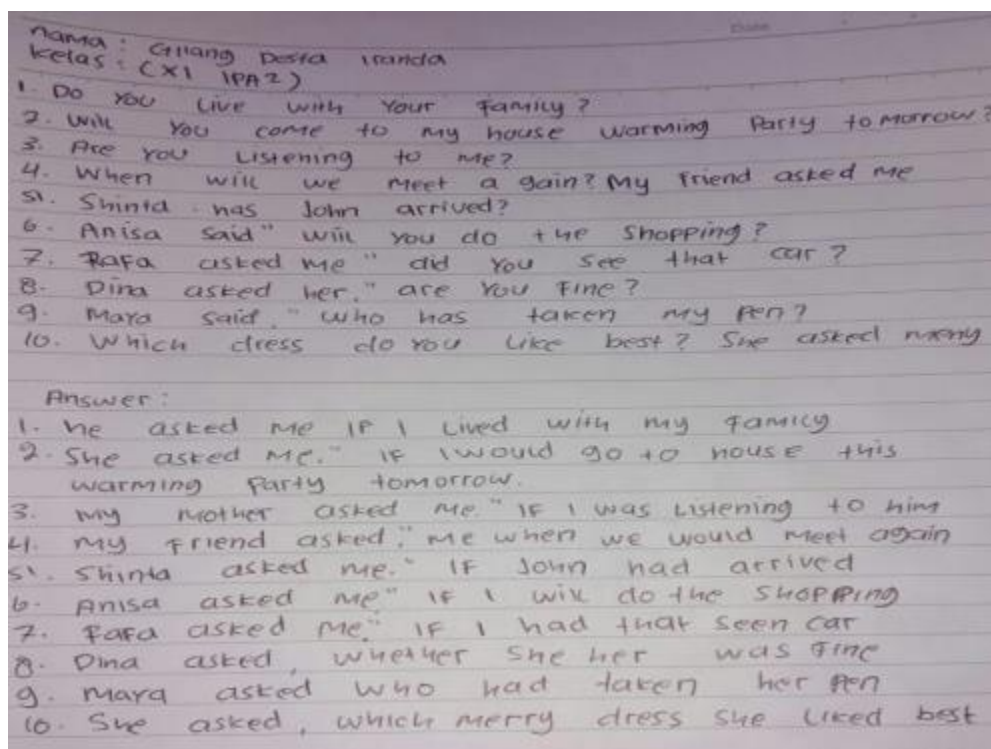
Ragil kuswana



Hanifah



Ratih sanggar wati



Gilang desta iranda

6. The researcher interviewed with the teacher english



Mr. Murdiyono



Nama :

Kelas :

Mata pelajaran :

Change these direct question sentence into indirect question sentence!

1. Do you live with your family?
Answer: He asked me.....
2. Will you come to my house warming party tomorrow?
Answer: She asked me....
3. Are you listening to me?
Anser: My mother asked me....
4. When will we meet a gain? My friend asked me
Answer: My friend asked me....
5. Shinta : has john arrived?
Answer: Shinta asked me.....
6. Anisa said” will you do the shopping?
Answer: Anisa asked me.....
7. Rafa asked me” did you see that car ?
Answere: Rafa asked me...
8. Dina asked her,” are you fine?
Answer : dina asked her.....
9. Maya said,” who has taken my pen?
Answer: maya asked,.....
10. Which dress do you like best? She asked merry
Answer : she asked merry....

Interview sheet

The questions that are given to English teacher of the Eleventh grade to analyze the students' errors in using reported speech of question in writing as follow:

1. Can the students use reported speech of question in writing?

Answer: Of course students have errors regarding the reported speech of question in writing, but some students are able to use the spoken interrogative sentence in writing.

2. Do students have difficulty in using reported speech of question in writing?

Answer :yes, they have errors regarding the material reported speech of question in writing.

3. In which form, students are able to apply reported speech with good quality?

Answer : for example the changing direct speech into indirect speech

4. What are the students' errors in using reported speech of question in writing ?

Answer: It cannot be denied that most students have difficulty changing the tense form, for example, from present tense to past tense etc.

5. How do the students show their enthusiasm when the teacher gives English material especially about genitive case?

Answer : usually students have good enthusiasm for the material, of course most of them have difficulty but they never give up in learning.

6. What are the students' errors in using reporting verb in writing reported speech of question?

Answer : It was known that the students have errors in using the reported speech of question sentence in writing, but they are able to use the spoken interrogative sentence in writing. The students have good enthusiasm for that material, but of course most of them have

difficulty. Particularly, the students have errors in using reporting verb because the students can not distinguish its use yet.

7. What are the students' errors in using verb tenses in writing reported speech of question?

Answer : The students have difficulty in changing the tense form because they did not master the concept of tenses, for the example, changing the reported speech of question sentence from present tense to reported speech in past tense etc.

8. What are the students' errors in using of pronouns and possessive determiners in writing reported speech of question?

Answer: the students often got errors in the use of pronouns and possessive determiners, because students do not understand the concept of pronoun and possessive determiners.

9. What are the students' errors in using of demonstratives and adverbs in writing Reported speech of question?

Answer: the students often got errors in the use of demonstratives and adverbs, because students are still confused in their placement, particularly the change of adverb of time.

10. What are the students' errors in using the helping verb or *if* in writing reported speech of question?

Answer: in learning the reported speech of question sentence, the students are still confused about the addition both helping verbs and *if* or *whether*.

11. What are the causes of errors in reported speech of question in writing?

Answer: The causes of errors in reported speech of question is the low interest to learning , and most of the students do not understand the material so it will be difficult when students are enthusiastic in learning it.

12. Do the students get errors in using reported speech of question cause by difference students' background knowledge?

Answer: The students get errors in using reported speech of question caused by difference students' background knowledge. The students seldom find directly the use reported speech in their learning book..

13. Why do the low motivation and intention cause the use of reported speech of question?

Answer : The students get errors in using reported speech of question caused by the low motivation and intention. In addition, most of the students do not understand the material so it will be difficult when students are enthusiastic in learning it.



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IAIN METRO**

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NPM : 1601070034

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 27/6-2020		✓	Acc ch. I continue to ch. II.	
2.	Selasa 28/7-2020		✓	Acc ch. II continue to ch. III.	
	Rabu 19/8-2020		✓	Revise grammar. - Acc to 1st Advisor.	

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Trisna Dinillah Harya, M.Pd.
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NPM : 1601070034

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 12/6-2020		✓	Acc ch. I continue to ch. II.	
2.	Selasa 28/7-2020		✓	Acc ch. II continue to ch. III.	
	Rabu 19/8-2020		✓	Revise Grammar. - Acc to 1st Advisor.	

Mengetahui
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NPM : 1601070034

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Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	4/9/2020	✓		→ Good mastery of proposal → Please understand every single word → Mechanical → Bibliography → Tables → Use last name rather than full name	
	10/9/2020			please understand every single word	
	25/9/2020			- boleh ganti penang... + please understand the content of your thesis.	

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Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	19/10/2020			Ac@ for Proposal Skripsi	

Mengetahui,
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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	4/9/2020	✓		→ Good mastery of proposal → Please understand every single word → Mechanical → Bibliography → Tables → Use last name rather than full name	
	10/9/2020			please understand every single word	
	25/9/2020			- boleh ganti penanda - dicek ulang... → please understand the content of your thesis.	

Mengetahui
Ketua Jurusan TBI

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NPM : 1601070034

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	19/10/2020			Ace for Proposal skripsi	

Mengetahui,
Ketua Jurusan TBI

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Jurusan : TBI

NPM : 1601070034

Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis 29/4 2021		✓	Elaborate about error	
2	Rabu 9/06 2021			Acc Ch 4 and 5	

Mengetahui
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IAIN METRO**

Nama : Mita Puspitasari
NPM : 1601070034

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis 20/11/2021		✓	Elaborate about Error	
2	Rabu 9/10/2021			Acc Ch 4 and 5	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mita Puspitasari
NPM : 1601070034

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	23/06/2024			<ul style="list-style-type: none">- Chapter 1-IV & bibliography- please revise accordingly- sesi terakhir bimbingan face to face (living) untuk mengecek bahwa Sri memahami semua kata yang ada di skripsi	
	05/07/2024			<ul style="list-style-type: none">- Chapter IV-V- bibliography- mechanical aspects- please revise accordingly	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Mita Puspitasari
NPM : 1601070034

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	10/07/2021			100 for Proposal Guru Meningkatkan	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd

NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum

NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mita Puspitasari
NPM : 1601070034

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	23/06/2024			<ul style="list-style-type: none">- Chapter 1-IV & bibliography- please revise accordingly- sesi terakhir bimbingan face to face (uring)Ukule megece bahwa Sri memahami semua kata yang ada di skripsi	
	05/07/2024			<ul style="list-style-type: none">- Chapter IV-V- bibliography- Mechanical aspects- please revise accordingly	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing I

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Mita Puspitasari

NPM : 1601070034

Jurusan : TBI

Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	20/07/2021			1000 fms Proposal Skripsi Menyampaikan	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd

NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum

NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www. metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3373/In.28.1/J/TL.00/12/2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Metro, 16 Desember 2020

Kepada Yth.,

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : MITA PUSPITASARI
NPM : 1601070034
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : TBI
Judul : AN ANALYSIS ON THE STUDENTS ERROR IN LEARNING REPORTED SPEECH OF QUESTION SENTENCE AT SMA NEGERI 1 BATANGHARI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3373/In.28.1/J/TL.00/12/2020
Lampiran : -
Perihal : **BIMBINGAN SKRIPSI**

Metro, 16 Desember 2020

Kepada Yth.,

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Di-

Tempat

Assalamu'alaikum Wr. Wb.

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Nama : MITA PUSPITASARI
NPM : 1601070034
Fakultas : Tarbiyah dan Ilmu Keguruan
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 - a. Pendahuluan \pm 1/6 bagian
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 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb



Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Mita Puspitasari
NPM : 1601070034
Fakultas : Tarbiyah
Jurusan : TBI
Angkatan : 2016

Telah menyerahkan buku berjudul The essential Speaking and listening :
Talk for learning at key Stage 2

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Mita Puspitasari
NPM : 1601070034
Fakultas : Tarbiyah
Jurusan : TBI
Angkatan : 2016

Telah menyerahkan buku berjudul The essential Speaking and listening :
Talk for learning at key Stage 2.

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Mita Puspitasari

NPM : 1601070034

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2016

Telah menyerahkan buku berjudul The essential Speaking and Listening :
Talk for learning at key Stage 2

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Mita Puspitasari

NPM : 1601070034

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2016

Telah menyerahkan buku berjudul The essential Speaking and Listening :
Talk for learning at key Stage 2.

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-441/ln.28/S/U.1/OT.01/06/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Mita Puspitasari
NPM : 1601070034
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070034

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 juni 2021
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-441/ln.28/S/U.1/OT.01/06/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

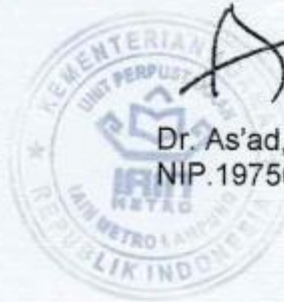
Nama : Mita Puspitasari
NPM : 1601070034
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070034

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 juni 2021
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0523/In.28/D.1/TL.01/02/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **MITA PUSPITASARI**
NPM : 1601070034
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS ERROR IN LEARNING REPORTED SPEECH OF QUESTION SENTENCE AT SMA NEGERI 1 BATANGHARI".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 26 Februari 2021





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0523/In.28/D.1/TL.01/02/2021

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Dikeluarkan di : Metro
Pada Tanggal : 26 Februari 2021

Mengetahui,
Pejabat Setempat



[Signature]
Drs. M. M. M. M., M. Pd.
NIP. 19661020 199203 1 001



Wakil Dekan I,

[Signature]
Dra. Isti Eatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-524/In.28/D.1/TL.00/02/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0523/In.28/D.1/TL.01/02/2021, tanggal 26 Februari 2021 atas nama saudara:

Nama : **MITA PUSPITASARI**
NPM : 1601070034
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS ERROR IN LEARNING REPORTED SPEECH OF QUESTION SENTENCE AT SMA NEGERI 1 BATANGHARI".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Februari 2021
Wakil Dekan I,

↑ **Dra. Isti Fatonah MA**
NIP 19670531 199303 2 003 ↓



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-524/In.28/D.1/TL.00/02/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0523/In.28/D.1/TL.01/02/2021,
tanggal 26 Februari 2021 atas nama saudara:

Nama : **MITA PUSPITASARI**
NPM : 1601070034
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

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Wassalamu'alaikum Wr. Wb.

Metro, 26 Februari 2021
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI

"TERAKREDITASI B"



Jln.Kapten Harun 47 A Nampirejo Kec. Batanghari Kab.Lampung Timur 34181 email:
sman01batanghari@gmail.com NPSN : 10805998

SURAT KETERANGAN

Nomor: PL/027/V.01/SMA.01/2021

Berdasarkan Surat dari Wakil Dekan I IAIN Metro Fakultas Tarbiyah dan Ilmu Keguruan, Nomor: B-524/In.28/D.1/TL.00/02/2021 Tanggal 26 Februari 2021 dalam hal permohonan Izin Penelitian (Research).

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

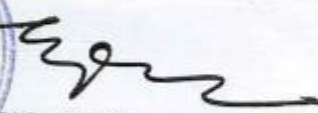
Nama : MITA PUSPITASARI
NPM : 1601070034
Program studi : Pendidikan Bahasa Inggris
Judul Skripsi : "AN ANALYSIS ON THE STUDENTS ERROR IN LEARNING REPORTED SPEECH OF QUESTION SENTENCE AT SMA NEGERI 1 BATANGHARI".

Telah melaksanakan Penelitian di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 17 Maret s.d 26 Maret 2021.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 29 Maret 2021
Kepala Sekolah,




Drs. MUJIONO, M.Pd
NIP. 19661020 199203 1 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 BATANGHARI
"TERAKREDITASI B"



Jln. Kapten Harun 47 A Nampirejo Kec. Batanghari Kab. Lampung Timur 34181 email: sman01batanghari@gmail.com NPSN : 10805998

SURAT KETERANGAN

Nomor: PL/106/V.01/SMA.01/2020

Berdasarkan Surat Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor: B-0610/In.28/J/TL.00/03/2020 Tanggal 4 Maret 2020 dalam hal permohonan Izin Pra-Survey.

Dengan ini Kepala SMA Negeri 1 Batanghari Kab. Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama : MITA PUSPITASARI
NPM : 1601070034
Program studi : Pendidikan Bahasa Inggris
Judul Skripsi : "AN ANALYSIS ON THE STUDENTS ERROR IN LEARNING REPORTED SPEECH OF QUESTION SENTENCES AT THE SMA NEGERI 1 BATANGHARI"

Telah melaksanakan Pra-Survey di SMA Negeri 1 Batanghari Kabupaten Lampung Timur. Pada Tanggal 16 Maret 2020.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Batanghari, 16 Maret 2020
Kepala Sekolah,

SURIPLO, S. Pd
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CURICULUM VITAE



The name of writer is Mita Puspitasari. She was born in Karyamukti, 03 may 1998. She is the first child of married couple Mr. Sukamto and Mrs. Wasiti.

She was enrolled her study at TK LKMD Karyamukti, on 2003-2004. She continued her study at SDN 1 Karyamukti on 2004-2010. She continued her study at SMP N 3 Sekampung on 2010-2013. She contined her study at SMA Ismailyun on 2013-2016. After graduating of SMA Ismailyun, the writer continued her study at Kota Metro. In 2016 she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the writer takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro