AN ERROR ANALYSIS IN LEARNING DIRECT AND INDIRECT SPEECH OF IMPERATIVE SENTENCES AT SMK MULIA MEDAN

A THESIS

Submitted to the Tarbiyah Faculty UINSU Medan as a Partial Fulfilment of the Requirement for S-1 Program

By:

Riski Puspa Utami

NIM. 0304173161

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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Assalamualaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi

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Prodi   :   **Tadris Bahasa Inggris**

Judul   :   *An Error Analysis In Learning Direct And Indirect Speech Of Imperative Sentences At SMK Mulia Medan*

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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SURAT PENGESAHAN

Skripsi yang berjudul **"AN ERROR ANALYSIS IN LEARNING DIRECT AND INDIRECT SPEECH OF IMPERATIVE SENTENCES AT SMK MULIA MEDAN"** yang disusun oleh **Riski Puspa Utami** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

07 Desember 2021 M
03 Jumadil Awal 1443 H

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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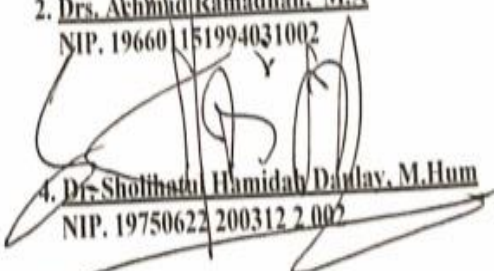NIP.198012012009122003

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Judul : *An Error Analysis In Learning Direct And Indirect Speech Of Imperative Sentences At SMK Mulia Medan*

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang berikan batal saya terima.

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Yang membuat pernyataan

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AN ERROR ANALYSIS IN LEARNING DIRECT AND INDIRECT SPEECH OF IMPERATIVE SENTENCES AT SMK MULIA MEDAN

Riski Puspa Utami

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ABSTRACT

This research is aimed to obtaining the clear information about the level of the students error in reported speech of imperatives sentence by using descriptive analysis method. The sample of this research 13 students of the students at SMK Mulia Medan. To collect the data, the author conducted a test and interview to find out why students make errors. Most of the student make errors in the quoted command changes to the infinitive with the corresponding tenses, there are 33% who made errors. The general average of frequency mistakes made by students is 34% that they made a erroe when changing the pronoun. It can be explained that the students made mistakes by this inaccuracy caused by the incomplete application of the rules, the impairment of the first language and the lack of attention.

Keywords   : *Error Analysis, Reported Speech of Imperative Sentence*

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CHAPTER I

INTRODUCTION

A. The background of the study

English plays an important role in the world as international language. The Ministry of Education of Indonesia includes English as a foreign language that students must study due to the value of understanding English as a medium of international communication. Beginning in primary school and continuing through university, English has become a required subject to teach.

As a foreign language, English language follows different grammatical laws than Indonesian language. As a result, some students find it difficult to learn English Grammar. English, in particular, has a variety of verb tense changes that the Indonesian language lacks. As a result, many students who are attempting to learn english are unable to avoid making errors or mistakes. When learning English, there are four language skills that language learners need to master. There are listening, speaking, reading and writing. Writing is the basic language skill that must be achieved when learning the English language. Writing has always been part of the curriculum in English classes. Writing often gives students more time to think than oral activities. They can mentally review what they know and even refer to dictionaries, grammar books, or other helpful reference materials.[1]

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[1] Jeremy Harmer. *How To Teach Writing*, (New York : Longman,. 2009), p. 31

According to the author's experience of learning English, grammar is one of the most challenging aspects, more than any other skill. It has many tenses, structures and patterns that the author must become familiar with and use accordingly. The problem affects not only the researcher but also other students who are trying to learn English. Everyone always uses language in their communication. Language is viewed as a system of communication with other people, using sounds, symbols, and words to express meaning, ideas, or teachings. It can be used in many ways, mainly through oral and written communication, as well as expressive body language.[2] Harmer states that the language is commonly used for communication between people who do not speak the same first (or even second) language.[3]

On the other hand, grammar is very important in the English language as it is the glue that holds the language together. Sentences can become meaningless and their message ambiguous if they are misspelled. It can be almost as disconcerting as trying to understand a foreign language when students speak or write grammatically incorrectly.[4] It's important that they use their words correctly to communicate their message effectively, and good simple grammar can also add credibility to what they say and write.

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[2] A S Horby, *Oxford Advadence Learner's Dictionary*. 8th . Edition.
(New York :Oxford University Press. 2010), p. 834-835

[3] Harmer, Jeremy. *The practice of English language. (*New York : Longman. 2007), p. 13

[4] http://www.punctuationtips.net/why-is-grammar-so-important

Marianne Celce Murcia and Diane Larsen said: "Grammar and rhetoric books generally identify three ways in which speakers and writers ascribe statements.

Direct and indirect speech are one of many grammatical categories that students must learn. Students should learn it because it is one of the three ways they can share or report their statements or thoughts with others, especially after they have interacted with each other.

When students communicate realistically with others, they are asked to recite what was said. Students have an imperative and discuss directly and indirectly when engaging in practical communication in English. Since all these meanings of direct and indirect speech are still used in the wrong pattern in imperative clauses, students need to become familiar with direct and indirect speech. As mentioned above, the grammatical changes that occurred when the direct form became the indirect form

has become one of the challenges that students face when learning reported speech. Therefore, it is important that students fully understand the rule or form and memorize it thoroughly.

Brown noted that learning a second language is a similar process to learning a first language in terms of trial and error. This means that when learning a second language, students cannot avoid making mistakes.[5]

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[5] H. Douglas Brown. 2000. *Principle of Language Learning and Teaching*. London: Longman. p. 217.

Students often make mistakes when learning English, especially in reported speech of imperative sentences. For example, students are still confused about the changes in tenses and pronouns that may occur in the reporter speech. Although everything possible has been done, errors do occur. Therefore, if they try to speak or write in the target language, they will inevitably make numerous mistakes. Making mistakes is a natural part of the English learning process.Student mistakes are a great way to show what they have and haven't learned while learning English. Students can learn and understand how to reported speech such as statements, questions, and imperatives by learning reported speech. In this article, however, the author focuses on the reported of imperative sentences.

The author assumes that students will learn grammatical rules as they listen, read, and use the language in communicative activities, particularly in the reported style of imperative sentences. Students' concentration prevents them from using one of their most important learning tools.Students work hard to understand what reported imperative speech is and how it works in the language they already know.

Changes in tenses, pronouns, word order, and adverbs are required to transform direct speech into indirect speech in the correct form. Aside from that, there are three types: statement, question, and imperative. It is likely to cause students to become perplexed when trying to understand direct and indirect

speech material. As a result, the focus of this research is on the errors in direct and indirect speech of imperative sentences made by students of Smk Mulia Medan .

The researcher would like to conduct research on students' errors in learning reported speech based on the above description. This research was conducted on SMK Mulia Medan first-year students. therefore, the author would like to discuss it in this "skripsi." under the title:

" *AN ERROR ANALYSIS IN LEARNING DIRECT AND INDIRECT SPEECH OF IMPERATIVE SENTENCES AT SMK MULIA MEDAN* "

B. The identification of the problem

Based on the background of the study, there are many problems that can be identified in this investigation including:

1. The students difficulties in changing the tenses of the verb

2. The students difficulties in changing the pronoun

3. The students difficulties in changing adverb of time

4. The student has difficulty changing grammar

5.The student has difficulty using the correct form and use of the imperative in direct and indirect speech

6. The student is still missing vocabulary

C. The limits of the study

Setting limits is important in order to clarify the problems. This research focuses on errors in the direct and indirect speech of imperative clauses in Smk Mulia Medan.

D. The formulation of the study

This study aims to formulate the problems as follows based on the background discussed above:

1. What are the most common types of mistakes students make in direct and indirect speech of the imperative clauses?

2. What are the causes of student errors?

E. The aim of the study

Based on the formulation of the previous problem, the aim of this study is the following:

1. Find out the most common types of mistakes made by the students of Smk Mulia Medan in the direct and indirect speech of imperative clauses.

2. Identify the causes of the students' mistakes.

F. The siginificant of the study

We hope that the results of this study will benefit both the author, in terms of gaining a better understanding of error analysis, and all readers of this article in general. In addition, English teachers can use this document as additional error analysis when learning direct and indirect language information.

Based on the study's background, there are many issues that can be identified in this research, including:

1. The student difficulties to change tenses
2. The student difficulties to change pronoun
3. The student difficulties to change adverb
4. The student difficulties to change grammatical

5. The student difficulties to use correct form and usage in direct and indirect speech of imperative

6. Student still lack of vocabularies

CHAPTER II

LITERATURE REVIEW

A. Error and Error Analysis

1. Concept of Error

An error is noticeable deviation from adult grammar of a native speaker it is said that error is done by native speaker in advance grammar.[6] Error and mistake are not the same, depending on the writer's point of view. Errors are obvious and can not be self-corrected, while mistakes are the polar opposite. They are deviations from native speakers' adult grammar and indicate proficiency in the target language.

Making mistakes as a learner is a natural and inevitable part of the English learning process. When students write, they make a variety of mistakes due to their lack of understanding of the English structure. Errors may refer to students' inability to apply the rules of the second language's components and elements.

Brown stated "Second language learning is a process that is clearly similar to first language learning in its trial and error nature," It means that when learning second language, students can not avoid errors. [7]

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[6] Jeremy Harmer, *The Practice of English Language Teaching,* (Malaysia : PersonEducation, 2007), p.265

.[7] H.Douglas Brown. 2000. *Principle of Language Learning and Teaching*. London: Longman. p. 217.

The writer made assumptions about some current issues that the students are facing, which helped the teacher plan remedial work. Furthermore, the teacher should not interpret negative feedback as a sign of failure, but rather as a sign of what the teacher still wants to teach. As a result, even though the teacher tries to keep students from making mistakes, the students never learn what they don't know.

2. Error Analysis

Ellis in Tarigan states that language error analysis is a procedure used by researchers and teachers, which includes sample collection language learner, the introduction of errors contained in the sample, the description of errors, the classification based on the causes that have been hypothesize, as well as evaluating its seriousness.[8]

Error analysis took on a new role in applied linguistics, it was applied to new problems and questions in second language acquisition studies. The study of non-native language achievement errors. It will look at the use of Error Analysis from three different sight: (1) to account for linguistic competence; (2) to define learning processes and strategies; and (3) to provide language pedagogy with feedback. [9]

Error is difficult to prevent for beginners in the language learning process, but it is an unavoidable part of the process. As a result, almost all

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[8] Henry Guntur Taringan and Djago Taringan. Pengajaran Analysis kesalahan Berbahasa. (Bandung : Angkasa. 2011)

[9] http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=2641948

learners will make errors while learning English because it is difficult to distinguish between errors during the learning process. Learning a second language is a process that differs from learning a first language in that the learner can immediately communicate with new vocabulary, grammatical patterns, and foreign pronunciation. Even though every effort has been made, errors do occur. As a result, when they attempt to speak or write in the target language, they are bound to make many errors.

<div dir="rtl">(كل بني آدم خطاء وخير الخطائين التوابون (حسن. صحيح</div>

"All the sons of Adam are sinners, but the best of sinners are those who repent often." (hasan, shahih).[10]

Based on the description above, it menas that every human being is not free from mistakes. The best of humans are those who want to repent, correct their mistakes and don‟t repeat the same mistakes again.

Richards and Schmidt in Hendriwanto and Sugeng explain that error analysis is the study of errors made by second and foreign language learners.[11] Error analysis can be used to: a) determine which techniques learners use in language learning, b) determine the causes of the learner's errors, and c) collect information on common language learning problems to aid in teaching or the preparation of teaching materials. Furthermore, according to Gass and Selinker, error analysis is a type of linguistic analysis that focuses on the

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[10] https://sunnah.com/urn/2117860 (diakses Minggu 24 Oktober 2021)
[11] Hendriwanto and B. Sugeng, ―An Analysis of the Grammatical errors in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta‖ Journal of Education Vol.06 (01),2013, p. 58.

mistakes that students make.[12] It's the process of determining the frequency, nature, causes, and effects of failed language.

The interference of the learner's mother tongue causes errors in learning a second language, as evidenced by some of the statements above. In other words, learners' mistakes are often caused by their use of the first language. As a result, the author attempts to infer that error analysis is a method of examining errors made by a target language learner.

3. The Cause of Error

Richards performed one of the earliest and most influential studies in the field of error analysis. His research included students with a variety of linguistic backgrounds, and it demonstrated the various kinds of errors related to the production and distribution of verb groups, prepositions, articles, and the use of questions. He identified three types of errors as a result of this:

   a. Interference errors: these are errors that occur when elements from one language are used while speaking or writing in another.

   b. Intralingual errors: errors resulting from learners' attempts to construct hypotheses about the target language based on limited experiences, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

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[12] S.Gass and L. Selinker. 2013. *Second Language Acquisition*. New York: Routledge. P. 79.

c. Developmental errors: errors resulting from learners' attempts to construct hypotheses about the target language based on limited experiences.

According to Richards Intralingual errors are also grouped into the following categories:

a. Overgeneralization errors: the learner constructs a deviant structure based on other structures in the target language.

b. Ignorance of rule restrictions: the learner applies rules to contexts where they are inapplicable.

c. Incomplete application of rules: the learner fails to use a fully developed structure.

d. False hypothesis: the learners do not fully comprehend a distinction in the target language.

There are various types of learner errors related to omission, overinclusion, misselection (using incorrect words rather than incorrect forms), misordering, and blends (when two alternate grammatical forms are combined to create an ungrammatical blend). There are four causes of errors.

a) Interlingual errors (Mother-tongue influence): these types of errors are influenced by native languages, and they obstruct target language learning.

b) Intralingual errors: those caused by the target language being learned.

c) Errors caused by communication strategies, which are divided into holistic or approximation and analytic or 8circumlocution strategies.

d) Induced Errors: these errors occur when students are misled by the way teachers provide definitions, examples, explanations, and practice opportunities. In other words, the following errors are primarily caused by the teaching and learning process: Errors caused by materials Errors caused by a teacher's talk, errors caused by an exercise, and errors caused by a combination of the two Look-up errors, mistakes caused by pedagogical priorities.

The writer came to the conclusion that the students' mistakes stemmed from both intralanguage and interlanguage interference. This is despite the fact that errors caused by mother tongue interference accounted for a small percentage of all errors.

4. Types of Error

Dulay, Burt, and Krashen said that errors are the flaws in learner speech or writing. Students cannot learn languages without first making a series of mistakes. To evaluate errors, there are four descriptive taxonomies:

a. Linguistic category taxonomy that divides errors into two categories: phonology, syntax, morphology, semantics, and discourse.

b. A taxonomy of surface strategy that emphasizes how surface structures are changed (omission, addition, misinformation, and misordering).

c. A comparative taxonomy classifies errors by comparing the structure of language learner errors to the structure of certain other types of construction.

    d. A taxonomy of communicative effect, which considers errors in terms of their impact on the listener or reader.

According to Richards intralingual errors are caused by the target language itself include:

    a. False analogy, misanalysis, or learners forming a false hypothesis

    b. Incomplete rule application, which is the inverse of overgeneralization or under generalization because learners do not use all of the rules

    c. Taking advantage of redundancy This error occurs when there is a lot of redundancy. This can be seen across the system in the form of redundant morphology and signaling.

    d. Ignoring co-occurrence restrictions This mistake is caused by failing to notice the exception rules.

    e. Hypercorrection, also known as monitor overuse, is caused by the students' overly cautious and strict adherence to the rules.

    f. System simplification or overgeneralization The misuse of words or grammatical rules is the source of this error.

Error analysis considers the persistence of old habits as a sign that the learner is internalizing and studying the new language's system.

5. The Procedure of Error Analysis

Error analysis is suggested as a way to complement diagnostic methods with outstanding students. Error analysis is defined and its purpose is explained. Procedures for using error analysis are also explained, as well as

some basic guidelines for avoiding the misuse of error analytic methods. The following steps should be taken in error analysis rresearh:

a. Gathering a representative sample of learner language This step is contingent on the learners' intentions being correctly interpreted. It is possible to come at it through the interpretation of teachers.

b. Error identification. It's important to differentiate between true errors and slips in this situation. Errors may be "overtly idiosyncratic" (ill-formed in terms of target language rules) or "covertly idiosyncratic" (sentences that appear well-formed but are evidently ungrammatical when the context is taken into account).

c. Error description. This entails assigning each error a linguistic classification.

d. Error explanation. Attempts are made at this stage of the process to determine the psycholinguistic cause of the errors.

e.   Error evaluation. This stage entails determining the severity of each error in order to make principled teaching decisions that will be followed in order.

If the mistakes or errors made by language learners in building a new language system are carefully analyzed, the researcher and language teachers will understand that.

B. Reported Speech

1. The Definition of Reported Speech

Reported speech is used to say what another person said but without using the exact words. As Michael Swan put it in Practical English Usage, "Reported speech is the act of quoting a person's words or thoughts without citing the exact words that were used, and connecting them more closely with our own sentence."[13] Slamet Riyanto noted that indirect speech is used when someone wants to convey their opinion or a conversation with someone else.[14]

Reported speech is one of the many grammatical categories in English grammar that students must learn. It is necessary to learn because it is one of the three ways that students share or share their statements or thoughts with others, especially when communicating with each other.

Reporting what other people have said or considered without using the exact words is called indirect speech.

There are two main ways of reporting on people's words, thoughts, and beliefs: direct and indirect speech. Indirect speech is often used when people are more interested in the essential information being conveyed by someone than in the words they choose.News reports, fiction, speaking or writing about dialogue, reports, articles, or speeches that people have heard or read are examples of reported speech. Students will be able to directly or

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[13] Michael Swan, Practical English Usage (New York: Oxford University Press, 2009), p. 246.
[14] Slamet Riyanto, a Handbook of English Grammar (Yogyakarta:Pustaka Pelajar, 2010), p. 316.

indirectly quote the words or thoughts of a person after learning the language reported. You will also learn and understand how to support speeches with statements, questions and imperatives.

The term "indirect speech" refers to the act of repeating the idea of another person's words. Not all exact words are used and pronouns and verb forms may vary. Reported speech, also known as indirect speech, is a sentence that summarizes what someone said. In spoken English it is almost always used.

As can be seen from the definition above, reported speech is the citing of a person's ideas or thoughts without exactly repeating the speaker's exact words.

2. The kind of Reported Speech

When reporting what someone else says or has said (thinks or has tought), or what someone else said or thought on a previous occasion, one has two options: give the precise words: direct speech, or adapt the words according to the circumstances in which they are new quoted: indirect speech. To put it another way, there are two primary methods for reporting people's words, ideas, and beliefs:

a. Direct Speech

Direct speech is the rendering of what someone said or wrote by quoting the exact words. Hotben D. Lingga explained that direct speech

quotes all words that convey to other people similarity.[15] While according to Jayanthi Dakshina Murthy, "direct speech is when we repeat a person's words to someone exactly in their own words." Howard Sargeant also said direct speech is the exact word someone says. [16] So direct speech is reporting or citing every word someone said or wrote in with the exact word. The direct style must be enclosed in quotes and start with a capital letter.

A sentence or sentences that reproduce the speech or thought in its original form as expressed by the original speaker, also called direct or quoted speech. It is usually enclosed in quotation marks (" "). The quoted speaker is named ("he/she says") or implied in the query.

It is possible to include several features that dramatize the way an utterance was created when the student reported using direct speech forms. Verbs indicating the speaker's manner of expression (e.g. cry, exclaim, gasp), voice quality (e.g. mutter, yell, whisper), and type of emotion may also be included in the quotative frame (e.g. giggle, laugh, sob). As shown in, it can also include adverbs (e.g. angrily, brightly, carefully, hoarsely, quickly, slowly) as well as descriptions of the reported speaker's style and tone of voice.

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[15] Hotben D.Lingga, *Advanced English Grammar for TOEFL Preparation* (Jakarta: Puspa Swara, 2007), p.237.

[16] Jayanthy Dakshina Murthy, *Contemporary English Grammar* (Delhi: Book Palace, 2003), p. 305.

b. Indirect Speech

Indirect speech, also known as reported speech, is a way of expressing the content of comments, questions, or other utterances without expressly quoting them, as direct speech does. Indirect speech often employs syntactic structures such as content clauses, "that"clauses, and infinitive phrases in terms of grammar. Certain grammatical categories are modified in indirect speech in relation to the original sentence's words.

Indirect speech is usually not surrounded by quotation marks or other typographical devices that indicate a direct quotation is being made. However, such devices are sometimes used to suggest that the indirect speech is a faithful quotation of someone's words.

for example:

- Please leave the room,

I requested that they exit the room. (infinitive phrase)

In reported speech, words have references that are relevant to the context in which the reported act takes place, and not to the context in which the reported speech act took place or is intended to take place. The two action points are time and place, as well as   speaker and addressee and the linguistic context. If a sentence contains words or forms whose referents depend on these conditions, the sentence's referents are likely to change when converted to the indirect speech.

C. Types of Pronoun

1. Personal Pronouns

The person speaking (I, I, we, us), the person being spoken to (you), or the person or thing being spoken about (he, she, it, she, he, they , she) is described by a personal pronoun.

Personal Pronoun			
	Person	Subject	Object
	First Person	I	Me
Singular	Second Person	You	You
	Third Person	He, She and It	Him, Her, and It
	First Person	We	Us
Plural	Second Person	You	You
	Third Person	They	Them

2. Reflexive Pronouns

They are: Myself, our self, theyself, yourself, himself, herself, oneself or one's self, itself; ourselves, yourselves, themselves. They refer to the subject of the preposition wherein they stand, implying that doer's action is back to him.

3. Reciprocal Pronouns

They are: One another, each other. They convey a mutual action or relationship between the people named in the subject.

4. Relative Pronouns

a. Relative Pronouns with Antecedent

Personal pronouns can be used in both a main and a subordinate clause, but relative pronouns are always used in the subordinate clause because they have two roles to fulfill. Who (who, whose), which, what, that and some others are relative pronouns.

b. Indefinite and General Relative Pronouns

There can be no reference to a specific antecedent because the meaning is always vague or general; However, these pronouns have the same relative strength as the relatives in 1 and connect the subordinate clause in which they occur to the rest of the sentence. Who; who, who, who, what (so) ever; what, regardless of the pronouns in question.

5. Idenfinite Pronouns

They are: someone, anyone, everyone, nobody, something, something, anything, something, nothing, nothing. These words were originally indefinite nouns, but as shown by our reluctance to use an article or other modifying adjective before them, they have become indefinite pronouns.

6. Interrogative Pronouns

Interrogative pronouns are a type of pronoun used to ask a question who (whose, who), what and what the pronouns in question are (one). This happens when the situation is so unclear that we are forced to ask about the current state of affairs.

7. Limiting Adjectives Used as Pronouns

The noun forms of various limiting adjectives are often used both as pronouns and adjectives. The following table shows some typical changes in time expressions in reported language. The changes do not take place automatically, but are context-dependent:

TABLE 2.2

Typical Changes Of Time Expressions In Indirect Speech

Direct Speech	Indirect Speech
Today	This day
Yesterday	The day before
The day before yesterday	Two days before
Tomorrow	The day after tomorrow

The day after tomorrow	In two days" time
Next week/year, etc.	The following week/year, etc.
Last week/year, etc.	The previous week/year, etc.
A year, ago, etc.	A year before/ the previous year

But if the speech is made and reported on the same day these time changes are not necessary.[17]

1. Reported Speech in Statement or Declarative Sentences

One type of reported speech is reported statements. "Reporting verbs" such as "say" or "tell" are commonly used to introduce reported statements:

- He **said** (that)...

- He **told** me (that)...

When students report speech using their own words, there are a couple of things that can happen:

- To represent a different view point, pronouns may need to be changed.

- Tenses must sometimes be reversed one tense (eg, present becomes past).

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[17] Lukman Hakim, M.A. 2007. *A Concise English Grammar*. Jakarta: Sentra Media. p. 100.

TABLE 2.3

Pronouns And Times May Need To Change

		Pronoun	Tenses	
direct statement	He said,	"**Rina**	**is**	sick."
reported statement	He said *(that)*	**Rina**	**was**	sick.

Sometimes, there are the other things too that we may need to change, such as time or location, for example:

TABLE 2.4

Time That May Need To Change

		pronoun	Tenses		Time
direct statement	Jane said,	"**Rara**	**was**	sick	**yesterday**."
reported statement	Jane said *(that)*	**she**	**had been**	sick	**The day After tomorrow**

TABLE 2.5

Place That We May Need To Change

		pronoun	Tenses		Place
direct statement	Jane said,	"It	**Is**	hot in	**here**."
reported statement	Jane said *(that)*	"It	**Was**	hot in	**there**.

All the PRESENT TENSE forms of the main verbs in the subordinate clause are changed into their corresponding PAST TENSE forms, as follows: "is" and "am" become "was," "are" becomes "were," "shall" becomes "should," "come" becomes "came," and so on.

The main verb in the dependent clause is not changed in reported speech when expressing a regular habit, universal truth, or natural event, although the main verb in the main clause of the sentence is PAST TENSE in direct speech.

TABLE 2.6

The Main Verb In The Subordinate Clause Is Not Changed In The Indirect

Speech

Direct Speech	Reported Speech
Simple Present	Simple Past
Present Progressive	Past Progressive

Simple Past	
Present Perfect Simple	
Past Perfect Simple	Past Perfect Simple
Past Progressive	
Present Perfect Progressive	
Past Perfect Progressive	Past Perfect Progressive
Future I (going to)	was / were going to
Future I (will)	Conditional I (would)

If the introductory clause is in Simple Past, you must change the tense (e. g. He said). This is referred to as backshifting.

If the introductory clause is in Simple Present, the students should not change the tense (e. g. He says). However, you might need to modify the verb's form in the present tense (3rd person singular).

2. Reported Specch in Question Sentences

When students report an Interrogative (question) Sentence in Indirect Speech, they should change the introductory verb, which is usually "said to," into "asked," "inquired," "demanded to know," related. Students also report when they say something that other people have asked or desired to know. As a result, students do not use the words "do" or "question marks" in indirect questions. There are three types of questions:[18]

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[18] http://www.edufind.com/english/grammar/reported_speech_questions_forms.php

a. Normal word order is used in the reported questions, meaning that the subjects come before the verbs and there is no need to use "do" or "did".

For example:

"Where does Pedro live?" → He asked where Pedro lived

3. Yes or No Questions, which are reported using the ask+ if or whether + clause

Example:

"Do you speak English?" →He asked me if I spoke English

"Is it raining?" → She asked if it was raining.

4. Qustion Words, this type is reported by using „ask" or another verb like „ask + question word + clause. The clause contains the question, in normal word order and with the necessary tenses change

Example:

"What is your name?" he asked me. → He asked me what my name was.

"How old is your sister?", he asked. →He asked how old her sister was.

3. **Reported Speech in Imperative Sentences**

When students change from direct to indirect speech, the reporting verb is 'ordered' or'requested,' or another verb that best fits the situation. The

'to'-infinitive of the verb used in the request or command is used to begin the reported speech.[19]

John said to his father, "Please stop smoking." (Direct imperative)

John asked his father to stop smoking. (Indirect Imperative)

Imperative sentences use the base verb (simple infinitive) to prompt a person to take an action. Imperative sentences can be:

• Orders or Commands: Finish your work on time

• Directions: Take the elevator to the seventh floor and go to Suite 710.

• Instructions: Fill in the form in blue or black ink.

• Inquiries/Invitations:Please sin in at the security desk.

• Warnings: Do not use the lift in the event of a fire.

Students often inform imperatives with the informing verb tell or ask.

The structure is as follows:

[WHO + tell/ ask (often in the simple past tense) + WHOM + infinitive][29]

Examples:

• My manager told me to finish my work on time.

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[19] Murphy Raymond. 2004. *English Grammar In Use*. New York: Cambridge University Press. p. 96.

- The woman at the front desk told me to take the elevator to the seventh floor and go to suite 710.

- The receptionist told me to fill out the form in blue or black ink.

- I was asked to check in at the security desk.

- The property manager told us not to use the elevator in case of fire.

Imperative clauses often do not have an explicit subject. This is because the subject "you" is commonly understood. Therefore, imperative clauses begin with a simple present tense verb.

An imperative sentence expresses concepts such as advice, order, request, suggestion, instruction, permission, concession, etc. The student used the infinitive tone to transform an imperative clause in a delivered speech.In some cases this clause is also permissible.

Instead of "said" we use one of the following informative verbs: advise, command, demand, suggest, threaten, order, forbid, command, suggest, request, instigate, advise, forgive, request, persuade, direct, etc. on.rmission , assignment and so on.[20]

According to traditional grammar textbooks, "Commands can be converted into queries in a number of ways using politeness conventions. The most common method is to add please before or after the command.

If we ask someone to do something,we should say politely.

Allah said in the Holy Qur"an Q.S Al-Isra'/ 16: 53

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[20] http://uogenglish.wordpress.com/english-lecture-notes/eng-102/306-2/

قُ ۖب & ۖب
قُ0قُ0ۣر
رَۘلۖ;لۣ لۣ
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The meaning: Tell My bondmen to speak that which is kindlier.

It means that people should say polite and kindlier when people want ask someone to do something so that the sayings are pleasant to hear.

Here is a list of reporting verbs that can be used to inform what people are saying:

Here is a list of reporting verbs that can be used to inform what people are saying:

a. Verbs followed by „if" or „whether" + clause:

Ask		Say
describe	know	suggest
discover	learn	teach
discuss	realize	tell
explain	remember	think
forget	reveal	understand
guess	say	wonder

f. Verbs followed by object + to-infinitive

advise	forbid	teach
ask	instruct	Tell
beg	invite	Warn
command		

In Indirect Speech, an imperative sentence does not require a conjunction. Instead, it uses the "to-infinitive" form of the FINITE verb in the Direct subordinate clause. Sentences that contain orders, requests, warnings, advice, and so on are in the Imperative Mood and are referred to as Imperative Sentences. In reporting them in Indirect Speech, the Introductory Verb "said" must be replaced by "asked," "ordered," "advised," "requested," "warned," "commanded," and so on, depending on the context.

In the Direct "you," the Subject of the subordinate clause is not mentioned but understood. This is because an order, warning or request is usually given to the listener, the Second Person Pronoun "YOU", and therefore, there is no need to mention it specifically.

In the Direct Speech Sentence, the main verb in the subordinate clause is changed to the "to-infinitive" form; as a result, the entire complex sentence is changed into a simple sentence in the Indirect Speech.

Example:

Billy said to me, "*Give me your book!*" (Direct)

The words **Billy, me and book** re **not** changed because **Billy** and **me** are in the main clause of the Direct Speech. **Book** is not c\hanged because it is a NOUN.

Example:

Billy ordered me **to give** him my book. (Indirect)

When a sentence is imperative, transforming it into indirect or reported speech form is done as follows:

TABLE 2.7

Imperative Sentences Changing Into Indirect Or Reported Speech Form

Positive Imperative	Order + infinitive
Be quiet!	He ordered me to be quiet.
Negative Imperative	Tell + not + infinitive
Don't come here again.	He told us not to go there again.
Imperatives used as request	ask + infinitive
Please give me some time.	He asked me to give him some time.

The reporting verb is in the present tense, there is no change in the reported sentence. A sentence in direct speech in the present or future can also remain unchanged if what is said is still true.

B. Related Study

Zahratul Idami [21] (2017) conducted a research entitled "An Error Analysis Of The Transformation From Direct To Indirect Speech". This research aimed to reveal the types of error made by students in transforming direct to indirect speech in the form of statements. This research involved 34 students at SMAN 2 Peusangan. The finding shows that the students made errors on the selection of appropriate tenses.

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[21] Idami Zahratul, et.al. "*An Error Analysis Of The Transformation From Direct To Indirect Speech*". JLT3. Vol. III, No. 1 July 2017.

Parlindungan [22] (2017) conducted a research entitled "An Analysis Of The Students" Error In Learning Direct And Indirect Speech Of Statement To The Eleventh Grade Students Of SMAN 1 Angkola Barat". The finding shows that the error made by the students in learning direct and indirect speech of statement classified into four classifications, they are: the use of conjunction, the use of reported word, the change of pronoun, and the change of adverb.

Mohd. Rafi Riyawi [23] (2017) conducted a research entitled "AN ANALYSIS ON STUDENTS" ERRORS IN USING DIRECT AND INDIRECT SPEECH IN SENTENCES AT SIXTH SEMESTER STUDENTS OF STAI HUBBULWATHAN DURI". The findings of his research shows a factor that make the students do errors in learning reported spech because of interlingual transfer

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[22] Parlindungan, et.al. *"An Analysis Of The Students' Error In Learning Direct And Indirect Speech Of Statement To The Eleventh Grade Students Of SMAN 1 Angkola Barat".* Journal Estupro Vol. 2, No. 1 January 2017.

[23] Mohd. Rafi Riyawi, et.al. " An Analysis On The Students' Errors In Using Direct And Indirect Speech In sentences At Sixth Semester Students Of STAI hubbulwathan Duri". Journal Pendidikan Vol. 9, No. 2 2017.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and place of the study

The author conducted her research at SMK Mulia Medan, located in JL. SARI KENANGA NO. 33 TANJUNG Sari, Tanjung Sari, Kec. Medan Selayang, City of Medan Province of North Sumatra. The investigation was conducted from 16 September to 23 September 2021.

B. The population and the sample of study

In this study the author took the population of SMK Mulia Medan students. The students consist of a class Class XII TKJ1 consists of 13 students. Sampling is carried out using the targeted sampling method.

C. Method of the study

For the investigation the author used the qualitative method. After that, the author collected data with the help of instruments. There are two types of instruments used by the author: written test in English and interview.

D. Instrument of the research

The author used the test as a tool to obtain the data, she performed the test on the indirect style of the imperative clause in her research. The author gave a written test that focused on the subject he had previously studied. The test consists of 20 questions. It is divided into two parts.The

first part consists of 10 questions that ask students to convert the quoted commands into infinitive clauses with the appropriate tenses. The second part consists of another 10 questions asking the students to complete the sentences by filling in the blanks with the appropriate pronoun.

The types of instruments used by the author are:

1. Written test in English

The author conducted the written test in order to obtain data on the error rate in converting or changing the quoted commands into infinitive clauses with the tenses and adequate pronouns at Learning the indirect style of the imperative clause.

2.Interview

The author interviewed an English teacher and some students who scored low and high to support the analysis and find out the reasons why the students made mistakes in learning the reported speech of the imperative clause.

E. Technique of analysis data

The data analysis technique used by the author in this study is the descriptive analysis technique (percentage), she used the following formula:

P = F X 100%: N

P = percentage

F = frequency of errors made

N = Number of Observed Samples

After the author had the frequency and percentage of error, the author found the average score using the formula:

P = F X 100% : N X n

p = percentage

f = frequency

N = number of Pupil

n = number of elements

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

In this chapter, the author reported on the description of the data. The author gave the test to the thirteen students of the first years of the SMK MULIA MEDAN. The test consisted of twenty items divided into two parts (A and B). These two parts of the test were given to guide students doing an exercise in reported speech from imperative sentences:

1. part A : to test student ability to transform quoted commands to infinitive clauses with the appropriate tenses.

2. part B : to test student ability to transform direct and indirect imperative sentences by using appropriate pronoun in its transformation.

Table 4.1

Student's Score Of Test Result

No	Students Identification Number (N)	Result
1	Student 1	65
2	Student 2	60
3	Student 3	65
4	Student 4	65
5	Student 5	70
6	Student 6	65
7	Student 7	60

8	Student 8	75
9	Student 9	60
10	Student 10	65
11	Student 11	65
12	Student 12	60
13	Student 13	75
Average		65
Highest score		75
Lowest Score		60

Based on the table above, the writer has the English score of reported speech of imperative sentences. The average score is 65. The highest score is 75. The lowest score is 60.

The following table analyzed the frequency of error in transforming quoted commands to infinitive clauses with the appropriate tenses and pronouns in imperative sentences.

Table 4.2

Freuency Of Error Made In The Change Of To-Infinitive

No	Change quoted commands to infinitive with the suitable tenses	Item Number (n)	Frequency of Error Made (F)	Percentage
1	"Clean your bedroom" = to clean her bedroom	1	9	6,9%

2	"Don"t smoke" = not to smoke	2	5	3,8%
3	"Don"t disturb me again" = not to disturb her again	3	10	7,6%
4	" Go to the hospital" = to go to the hospital	4	3	2,3%
5	"Open the door" = to open the door	5	4	3 %
6	"Don"t Leave the classroom" = not to leave the classroom	6	2	1,5%
7	"Help your mother" = to help her mother	7	2	1,5%
8	"Close the window"= to close the window	8	3	2,3%
9	"Do your test"= to do her test	9	2	1,5%
10	"Don"t Leave her alone"= not to leave her alone	10	3	2,3%
	Total	10	43	33%

To find out the average cumulative error made by the students in transforming quoted commands to infinitive clauses, the writer uses formula:

P = F/NXn X 100%

P = 43/13 X 10 X 100%

P = 43/130 X 100%

P = 33%

From the data above, it can be concluded that there are 33% students who got error in the change of quoted commands to infinitive clauses with the appropriate tenses. After that, the writer would like to analyze the error of each item in the change of quoted commands to infinitive clauses with the appropriate tenses. These are the items related to the students‟ error:

First, the writer discussed about the change quoted commands to infinitive clauses “ clean your bedroom” = to clean her bedroom, There are 9 students or 6,9% who made error in item number 1.

Second, the writer discussed about the change quoted commands to infinitive clauses “don‟t smoke” = not to smoke, There are 5 students or 3,8% who made error in item number 2.

Third, the writer discussed about the change quoted commands to infinitive clauses “don‟t disturb me again” = not to disturb her again, There are 10 students or 7,6% who made error in item number 3.

Fourth, the writer discussed about the change quoted commands to infinitive clauses “go to the hospital”= to go to the hospital, There are 3 students or 2,3% who made error in item number 4.

Fifth, the writer discussed about the change quoted commands to infinitive clauses "open the door" = to open the door, There are 4 students or 3% who made error in item number 5.

Sixth, the writer discussed about the change quoted commands to infinitive clauses "don"t leave the classroom" = not to leave the classroom, There aare 2 students or 1,5% who made error in item number 6.

Seven, the writer discussed about the change quoted commands to infinitive clauses "help your mother" = to help her mother, There are 2 students or 1,5% who made error in item number 7.

Eight, the writer discussed about the change quoted commands to infinitive clauses "close the window" = to close the window, There are 3 students or 2,3% who made error in item number 8.

Nine, the writer discussed about the change quoted commands to infinitive clauses "do your task" = to do her task, There are 2 students or 1,5% who made error in item number 9.

Ten, the writer discussed about the change quoted commands to infinitive clause "don"t leave her alone" = not to leave her alone, There are 3 students or 2,3 % who made error in item number 10.

Table 4.3

Frequency Of Error Made In The Changes Of Pronoun

No	Changes Pronoun	Item Number	Frequency of Error made	Percentage

1	Your become my	1	7	5,3%
2	Me become her	2	5	3,8%
3	Your become my	3	4	3%
4	Your become my	4	5	3,8%
5	Me become him	5	3	2,3%
6	Your become my	6	3	2,3%
7	My become her	7	4	3%
8	Me become him	8	3	2,3%
9	Mr. Diky become him	9	5	3,8%
10	Me become her	10	6	4,6%
	Total	10	45	34%

To find out the average of total frequency error made by the students in change of pronouns, the writer uses formula:

P = F/N X n X 100 %

P = 45/13 X 10 X 100 %

P = 45/130 X 100 %

P = 34%

These are the items about the students" error in the change of pronouns:

First, the writer discussed about the change of pronoun your become my. There are 7 students or 5, 3% who made error in item number 1. There are 4 students or 3% who made error in item number 3. There are 5 students or 3,8%

who made error in item number 4 and 3 students or 2,3% who made error in item number 6.

Second, the writer discussed about the change of pronoun me become her. There are 5 students or 3,8% who made error in item number 2 and 6 students or 4,6% who made error in item number 10.

Third, the writer discussed about the change of pronoun me become him. There are 3 students or 2,3% who made error in item number 5 and 3 students or 2,3% who made error in item number 8.

Fourth, the writer discussed about the change of pronoun my become her. There are 4 students or 3% who made error in item number 7.

Fifth, the writer discussed about the change of pronoun Mr.Diky become him. There are 5 students or 3,8% who made error in item number 9.

The average overall student error rate is 34% of students who made a mistake in changing the pronoun.

B. Data Analysis

After the author did the research, she obtained the result of the English test, the frequency and percentage of students' errors in changing quoted commands into infinitive clauses and pronouns of indirect speech in the imperative sentences. The author would like to discuss the students' error after getting the test results from the students. It processes the test score calculation by converting the score to a percentage. Then analyze the students' error in converting the quoted commands into infinitive clauses with the corresponding tenses with observation, writing test and interview as follows:

1.English Written Test

After the writer has completed and analyzed the data about the frequency of the error in the transform or change quoted commands to infinitive clauses with the appropriate tenses and pronouns in learning reported speech of imperative sentence, it can be concluded that in Part A there are 33% students who got error in the change of quoted commands to infinitive clauses with the appropriate tenses. In part B there are 34% who got error in the changes of pronoun in transformation

2.Interview

In order to find out the reasons why students made error in learning reported speech of imperative sentence, the writer conducted the interview. She interviewed the English teacher of SMK Mulia Medan and 3 students of class XII Tkj. They consisted of 2 students who got low score and 1 students who got high score. In conducting her interview, the writer proposed 5 questions related to the topic which must be answered clearly by students and 8 questions for the teacher. After the writer finished obtaining the data from interviewing some students and a teacher, the writer found some reasons why students got error in learning reported speech of imperative sentence. The error happened because many students were still confused to change quoted commands to infinitive clauses with the appropriate tenses and pronouns, so the students difficult to answer correctly to transform the speakers which are reported in the 1st and 2nd person turned into 3rd person. In other word, they still did errors in transforming quoted commands to-infinitive clauses and pronouns correctly into reported speech of imperative sentence.

3.The Types of Error

There are some types of errors that the author found in observation. First intralingual error, these errors are common in the language of second language students, regardless of their mother tongue. There are some types of error as follows:

Overgeneralization or system simplification his error is caused by the misuse of words or grammatical rules. For example in part A no 1, Mira said to her sister, "clean your bedroom"→ Mira told to her sister to clean her bedroom. There are 6,9 % or 9 students who made error. Some of them answer with "Mira told her sister clean your bedroom" they miss to-infinitive and mira told to her sister to clean your bedroom, they change wrong pronoun being "your" but the correct answer is "her". The same case it happen in some numbers in part A such as: no 3,5,7,8,9.

False analogy, misanalysis or learners form a wrong hypothesis. For example in part A no 2, Ali said "Don't smoke." → Ali told his brother not to smoke. There are 3,8% or 5 students who made error, they were answer it with "Ali told his brother to not smoke".

Second, internal and external factors affect students' error in learning the direct and indirect speech of the imperative sentences. These errors occur due to fatigue, lack of attention or lack of knowledge when learning the direct and indirect speech of imperative sentences. Students have a worse mindset or they think grammar is a difficult subject.

Third, language interference also lead to grammatical errors. Inattention cause to grammatical errors. The author is at the advanced level of learning English. However, some errors are found while others are grammatically well-formed for the same grammar rule.

C.Data Interpretation

After classifying the items in the evaluated range and analyzing the error rate of each item, the author described the percentage error in changing the quoted commands to infinitive clauses and pronouns in changing direct speech to indirect speech of the imperative clause as follows:

Table 4.4

The frequency of error in each element

No	Error	Percentage
1	To change quoted commands to infinitive clauses with the appropriate tenses	33%
2	Pronoun change	34%

The writer concluded that most of the first year students of SMK Mulia Medan still difficult to change quoted commands to-infinitive clauses with the appropriate tenses and pronouns in the correct form in changing direct speech into indirect speech of imperative sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and interpretation of the data, it can be concluded that the errors in the test of the first graders of the students of the SMK MULIA MEDAN. In Part A, there are 33% who, in converting the direct style to the indirect style of the imperative clause, made a mistake in converting the quoted commands to infinitive clauses with the appropriate tenses, i.e. the 67% answers it correctly. In Part B, the 34% who made a mistake in changing the pronouns in the direct and indirect conversion of the imperative sentences. It means that 66% answered correctly. And it also shows that the percentage range isn't too wide. It can be explained that the students made mistakes by this inaccuracy caused by the incomplete application of the rules, the impairment of the first language and the lack of attention.The author's native language affects how the author constructs English sentences without concerning the English grammar rules.

B. Suggestion

Based on the conclusion above, the writer make some suggestions as follows:

1. The Students

    a. It is important for the students to study and practice more in learning reported speech of imperative sentence. The students must be careful when reading and answering the test.

    b. The students should understand how to transform the direct speech into

reported speech of imperative sentence and remember the rule for the sequence of tense and pronoun in transformation.

2. The Teacher and Other researchers

   a. The teacher needs to raise her voice when she teaches in classroom who sit in the back. It can make the students pay attention more about the material that the teacher give to them.

   b. The teacher should give more practice and explanation about reported speech of imperative sentence to the students especially who can not get high scores.

   c. Other researchers are able to use this document for their reference in order to make a better research in other areas of study.

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APPENDIX 1

Analysis of Students Error

PART: A

Student 1

No	Kind of test	Students Answer	Key	Type of error
1	Mira said to her sister, "clean your bedroom"	Mira said to her sister clean her bedroom.	Mira told to her sister to clean her bedroom.	Overgeneralization
2	Adi said, "don"t smoke"	Adi told to his brother not smoke.	Adi told to his brother not to smoke.	Overgeneralization
3	She told her friend, "don"t disturb me again"	She told her friend not to disturb me again.	She told her friend not to disturb her again.	False Analogy
4	He ordered his brother, "go to the hospital"	He told his brother to go to the hospital.	He told his brother to go to the hospital.	Correct

5	She asked, "open the door"	She said to her sister to open the door.	She said to her sister to open the door.	Correct
6	He said to his friend, "don"t leave the classroom"	He told his friend not to leave the classroom.	He told his friend not to leave the classroom.	Correct
7	She ordered her sister, "help your mother"	She said to her sister to help her mother.	She said to her sister to help her mother.	Correct
8	He asked, "close the window"	He told to his brother to close the window.	He told to his brother to close the window.	Correct
9	She told her friend, "do your task"	She said to her friend to do her homework.	She said to her friend to do her homework.	Correct
10	Intan said,	Intan told her	Intan told her	Overgenerali

	„don‟t leave her alone"	siter not leave her alone.	siter not to leave her alone.	zation

PART: B

Student 1

No	Kind of test	Students Answer	Key	Type of error
1	Rara: "check your phone!"	Rara told me to check her phone.	Rara told me to check my phone.	False Analogy
2	Nita: "sing with me!"	Nita told me to sing with me.	Nita told me to sing with her.	False Analogy
3	Mother: "do your task!"	Mother told me to do my task	Mother told me to do my task	Correct
4	Riri: "clean your face"	Riri told me to clean my face.	Riri told me to clean my face.	Correct
5	"don‟t disturb for me if i am busy"	Riki said not to disturb for me if i	Riki said not to disturb for him	False Analogy

	riki said	am busy.	if he is busy.	
6	"please move your motorcycle" the policeman told me	The policeman told me to move my motorcycle.	The policeman told me to move my motorcycle.	Correct
7	Nadya: "clean my house	Nadya told me to clean her house.	Nadya told me to clean her house.	Correct
8	"far away from me!" he ordered her	He ordered her to far away from him.	He ordered her to far away from him.	Correct
9	Mr.Diky: "wash my clothes"	Mr diky told me to wash him clothes.	Mr diky told me to wash him clothes.	Correct
10	Tika: "meet me at the airport"	Tika told me to meet her at the airport.	Tika told me to meet her the airport.	Correct

PART: A

Student 2

No	Kind of test	Students Answer	Key	Type of error
1	Mira said to her sister, "clean your bedroom"	Mira said to her sister clean her bedroom.	Mira told to her sister to clean her bedroom.	Overgeneralization
2	Adi said, "don"t smoke"	Adi told to his brother not smoke.	Adi told to his brother not to smoke.	Overgeneralization
3	She told her friend, "don"t disturb me again"	She told her friend to not disturb me again.	She told her friend not to disturb her again.	False Analogy
4	He ordered his brother, "go to the hospital"	He told his brother go to the hospital.	He told his brother to go to the hospital.	Overgeneralization
5	She asked, "open	She said to her	She said to her	Correct

	the door"	sister to open the door.	sister to open the door.	
6	He said to his friend, "don"t leave the classroom"	He told his friend not to leave the classroom.	He told his friend not to leave the classroom.	Correct
7	She ordered her sister, "help your mother"	She said to her sister to help her mother.	She said to her sister to help her mother.	Correct
8	He asked, "close the window"	He told to his brother to close the window.	He told to his brother to close the window.	Correct
9	She told her friend, "do your task"	She said to her friend to do her homework.	She said to her friend to do her homework.	Correct
10	Intan said, „don"t leave her alone"	Intan told her siter not to leave her alone.	Intan told her siter not to leave her	Correct

			alone.	

PART: B

Student 2

No	Kind of test	Students Answer	Key	Type of error
1	Rara: "check your phone!"	Rara told me to check her phone.	Rara told me to check my phone.	False Analogy
2	Nita: "sing with me!"	Nita told me to sing with me	Nita told me to sing with her.	False Analogy
3	Mother: "do your task!"	Mother told me to do my task	Mother told me to do my task	Correct
4	Riri: "clean your face"	Riri told me to clean my face.	Riri told me to clean my face.	Correct
5	"don"t disturb for me if i am busy" riki said	Riki said not to disturb for me if i am busy.	Riki said not to disturb for him if he is busy.	False Analogy

6	"please move your motorcycle" the policeman told me	The policeman told me to move my motorcycle.	The policeman told me to move my motorcycle.	Correct
7	Nadya: "clean my house	Nadya told me to clean my house.	Nadya told me to clean her house.	False Analoy
8	"far away from me!" he ordered her	He ordered her to far away from him.	He ordered her to far away from him.	Correct
9	Mr.Diky: "wash my clothes"	Mr diky told me to wash him clothes.	Mr diky told me to wash him clothes.	Correct
10	Tika: "meet me at the airport"	Tika told me to meet her at the airport.	Tika told me to meet her the airport.	Correct

PART: A

Student 3

No	Kind of test	Students Answer	Key	Type of error
1	Mira said to her sister, "clean your bedroom"	Mira said to her sister clean her bedroom.	Mira told to her sister to clean her bedroom.	Overgeneralization
2	Adi said, "don"t smoke"	Adi told to his brother not smoke.	Adi told to his brother not to smoke.	overgeneralization
3	She told her friend, "don"t disturb me again"	She told her friend not to disturb me again.	She told her friend not to disturb her again.	False Analogy
4	He ordered his brother, "go to the hospital"	He told his brother go to the hospital.	He told his brother to go to the hospital.	Overgeneralization
5	She asked, "open	She said to her	She said to her	Correct

	the door"	sister to open the door.	sister to open the door.	
6	He said to his friend, "don"t leave the classroom"	He told his friend not to leave the classroom.	He told his friend not to leave the classroom.	Correct
7	She ordered her sister, "help your mother"	She said to her sister to help her mother.	She said to her sister to help her mother.	Correct
8	He asked, "close the window"	He told to his brother to close the window.	He told to his brother to close the window.	Correct
9	She told her friend, "do your task"	She said to her friend to do her homework.	She said to her friend to do her homework.	Correct
10	Intan said, „don"t leave her alone"	Intan told her siter not to leave her alone.	Intan told her siter not to leave her	Correct

			alone.	

PART: B

Student 3

No	Kind of test	Students Answer	Key	Type of error
1	Rara: "check your phone!"	Rara told me to check her phone.	Rara told me to check my phone.	False Analogy
2	Nita: "sing with me!"	Nita told me to sing with me.	Nita told me to sing with her.	False Analogy
3	Mother: "do your task!"	Mother told me to do my task	Mother told me to do my task	Correct
4	Riri: "clean your face"	Riri told me to clean my face.	Riri told me to clean my face.	Correct
5	"don"t disturb for me if i am busy" riki said	Riki said not to disturb for me if i am busy.	Riki said not to disturb for him if he is busy.	False Analogy

6	"please move your motorcycle" the policeman told me	The policeman told me to move my motorcycle.	The policeman told me to move my motorcycle.	Correct
7	Nadya: "clean my house	Nadya told me to clean her house.	Nadya told me to clean her house.	Correct
8	"far away from me!" he ordered her	He ordered her to far away from him.	He ordered her to far away from him.	Correct
9	Mr.Diky: "wash my clothes"	Mr diky told me to wash him clothes.	Mr diky told me to wash him clothes.	Correct
10	Tika: "meet me at the airport"	Tika told me to meet her at the airport.	Tika told me to meet her the airport.	Correct

APPENDIX II

Activity 1

Change quoted commands to infinitive clauses

1. Mira said to her sister, "clean your bedroom"

2. Adi said, "don"t smoke"

3. She told her friend, "don"t disturb me again"

4. He ordered his brother, "go to the hospital"

5. She asked, "open the door"

6. He said to his friend, "don"t leave the classroom"

7. She ordered her sister, "help your mother"

8. He asked, "close the window"

9. She told her friend, "do your task"

10. Intan said, „don"t leave her alone"

Activity 2

Answer this with suitable pronoun

1. Rara: "check your phone!"

2. Nita: "sing with me!"

3. Mother: "do your task!"

4. Riri: "clean your face"

5. "Don"t disturb for me if i am busy" riki said

6. "Please move your motorcycle" the policeman told me

7. Nadya: "Clean my house"

8. "Far Away from me!" he ordered her

9. Mr.Diky: "wash my clothes"

10. Tika: "meet me at the airport"

APPENDIX III

Answer Activity I

1. Mira told to her sister to clean her bedroom.

2. Adi told to his brother not to smoke.

3. She told her friend not to disturb her again.

4. He told his brother to go to the hospital.

5. She said to her sister to open the door.

6. He told his friend not to leave the classroom.

7. She said to her sister to help her mother

8. He told to his brother to close the window.

9. She said to her friend to do her homework.

10. Intan told her siter not to leave her alone.

Answer activity 2

1. Rara told me to check my phone.

2. Nita told me to sing with her.

3. Mother told me to do my task

4. Riri told me to clean my face.

5. Riki said not to disturb for him if he is busy.

6. The policeman told me to move my motorcycle

7. Nadya told me to clean her house.

8. He ordered her to far away from him.

9. Mr diky told me to wash him clothes.

10. Tika told me to meet her at the airport.

APPENDIX IV

Interview Result

Tanggal : 16 September 2021

 Narasumber : Ibu Arni Plarina Rachman

 1. Sudah berapa lama anda mengajar di   SMK Mulia Medan?

Jawaban: Enam belas tahun

 2. Seberapa antusias siswa mengikuti mata pelajaran bahasa Inggris

di kelas?

Jawaban: Antusiasme siswa selalu berubah-ubah di setiap pertemuan

tergantung mod yang Anda lakukan karena Anda selalu perlu

melakukan sesuatu yang dapat menarik perhatian siswa agar mereka

dapat memperhatikan pelajaran yang sedang diajarkan.

 3. Apakah kondisi kelas kondusif untuk belajar bahasa Inggris?

 Jawaban: Karena kelas terlalu ramai, sulit untuk memperhatikan

siswa satu per satu, dan seringkali siswa yang duduk di belakang

banyak membuat keributan meskipun telah ditegur. Semuanya

mengarah pada fakta bahwa siswa kurang memperhatikan pelajaran.

4. Fasilitas apa saja yang tersedia di sekolah ini untuk mendukung

semangat belajar bahasa Inggris siswa?

 Answer: DVD , LCD dan buku cetak.

 5. Apakah sulit untuk mengajar siswa tata bahasa, terutama ketika

harus menjelaskan pidato tidak langsung dari klausa imperatif?

Jawaban: Ya, karena siswa sudah menganggap belajar grammar itu

sulit, mereka kesulitan memahaminya dan sering   melakukan

kesalahan.6. Bagaimana Anda membuat siswa memahami pelajaran bahasa Inggris, terutama gaya klausa imperatif yang dilaporkan?

Jawaban: Agar lebih mudah dipahami oleh siswa, saya selalu berusaha membuat materi semenarik mungkin, misalnya dengan Power Point atau video.

8.Kesalahan apa yang sering dilakukan siswa saat mempelajari idiom dalam klausa imperatif?

Answer: Pronouns and tenses

9. Kendala apa yang Anda temui dalam mengajar tata bahasa, khususnya yang berkaitan dengan gaya klausa imperatif yang dilaporkan?

Jawaban: Siswa sering lupa mengganti tenses dan pronoun, jadi guru harus fokus mengajari mengganti tenses dan premium dalam pembelajaran direct and indirect speech of imperative sentences

Hasil wawancara

Tanggal: 16/9/2021

Informan: Siswa 1

1. Menurut Anda apa yang paling sulit? belajar bahasa inggris?

Jawaban: Grammar, Karena harus benar benar ngerti tata bahasa dalam bahasa inggris

2.Apa cara favorit Anda untuk belajar ketika Anda belajar bahasa Inggris di kelas?

Jawaban: Menonton film dalam bahasa Inggris

3. Apa pendapat Anda tentang lingkungan belajar di kelas ketika guru Anda sedang menjelaskan materi informasi imperatif?

Jawaban: siswa antusias mendengarkan penjelasan guru

4.Apakah anda dapat memahami penjelasan guru tentang materi informan imperatif?

Jawaban: Ya bisa

5. Apakah Anda mengalami kesulitan dalam mempelajari materi imperatif yang dilaporkan? Berikan alasannya

Jawaban: Ya, karena mengganti kata ganti itu harus teliti dan harus kita ingat.

Siswa 2

1. Menurut Anda apa hal yang paling sulit dalam belajar bahasa Inggris? Berikan alasan

Jawaban: Tata bahasa dan kosa kata, sulit dan dengan banyak arti yang tidak saya mengerti

2. Pembelajaran seperti apa yang kamu sukai ketika kamu belajar bahasa Inggris di kelas?

jawaban: game dan nonton

3.Bagaimana perasaan Anda tentang suasana belajar di kelas ketika guru Anda sedang menjelaskan materi imperatif informasi?

Jawaban: kurang kondusif

4 Apakah kamu memahami penjelasan guru tentang materi

informan imperatif?

Jawaban: Ya, bisa

5. Apakah Anda mengalami kesulitan dalam mempelajari materi imperatif yang dilaporkan?Berikan alasan.

Jawaban: Ya, terkadang saya lupa urutan pergantian kata ganti.

siswa 3

1. Menurut Anda apa hal tersulit dalam belajar bahasa Inggris? Berikan alasannya

Jawaban: Semuanya, saya tidak mengerti

2.Apa cara favorit Anda belajar bahasa Inggris di kelas?

Jawaban: Nonton

3. Apa pendapat Anda tentang lingkungan belajar di kelas ketika guru Anda menjelaskan materi informasi penting?

Jawaban: Kurang kondusif

4. Apakah anda dapat memahami penjelasan guru tentang materi informan imperatif?

Jawaban: Tidak

5.Mengalami kesulitan   mempelajari materi imperatif yang diinformasikan? Dia setuju

Jawaban: Ya, kadang saya bingung dengan pergantian pronoun dan tenses.

APPENDIX V

Letter:

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-14780/ITK.V.3/PP.00.9/07/2021   27 Juli 2021
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMK Mulia Medan

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : **Riski Puspa Utami**
NIM : **0304173161**
Tempat/Tanggal Lahir : **Kota Medan, 24 Agustus 1999**
Program Studi : **Tadris Bahasa Inggris**
Semester : **VIII (Delapan)**
Alamat : **Jalan marelan VII Pasar satu tengah lingkungan 04 no 74 kecamatan medan marelan, kelurahan tanah enam ratus Kelurahan Tanah enam ratus Kecamatan Medan marelan**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di JL. Kenanga Sari No. 33 Tanjung Sari, Kec. Medan Selayang, Kota Medan, Sumatera Utara., guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

An Error Analysis In Learning Direct and Indirect Speech of Imperative Sentences at SMK Mulia Medan

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 27 Juli 2021
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

YAYASAN PENDIDIKAN MUSLIM LEWAT ILMU DAN AKHLAK

(YASNPEND.MULIA)

SD-SMP-SMA- SMK SWASTA MULIA

Jalan Kenanga Sari Nomor 33 Tanjung Sari Medan 20132

==

Medan, 13 September 2021

Nomor   : *YI* /E-21/YPM/IX/2021
Lampiran   : -
H a l   : Izin Riset

Kepada Yth.
Ketua Program Studi Pendidikan Bahasa Inggris
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
di-
     Medan

Assalamu.alaikuk wr.wb.
Menghuunjuk surat Universitas Islam Negeri Sumatera Utara Nomor : B-14780/ITK.V.3/PP.00.9/07 /2021, Hal. Izin Riser.
Maka dengan ini kami atas nama Yayasan Pendidikan Mulia Tanjung Sari Medan,tidak keberatan menerima Mahasiswi
Bapak :

N a m a   : RISKI PUSPA UTAMI
NIM   : 0304173161
Tempat/tanggal lahir : Kota Medan, 24 Agustus 1999
Program Studi   : Tadris Bahasa Inggris
Semester   : VIII (Delapan)

Untuk mengadakan Riset untuk melengkapai penyusunan Skripsi mencapai gelar serjana (S-1) di YAYASAN PENDIDIKAN MULIA MEDAN , Unit SMK Swasta Mulia Tanjung Sari Medan
Dan kepada Riski Puspa Utami agar dapat kiranya hadir pada :

Hari/ Tanggal : Kamis, 16 September 2021
J a m   : 09.00 Wib
Menjumpai   : Bagian Pendidikan dan Keuangan Yaspane.Mulia Medan
               (Hj.Dewi Marlina Siregar)
Demikian disampaikan atas perhatian dan kerja sama yang baik kami ucapkan terima kasih
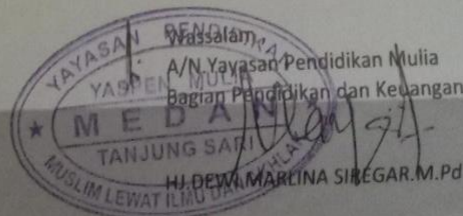
Wassalam
A/N.Yayasan Pendidikan Mulia
Bagian Pendidikan dan Keuangan

HJ.DEWI MARLINA SIREGAR.M.Pd

Tembusan : Kpd.Yth.
1.Kepala SMK Swasta Mulia
2.arsip