AN ERROR ANALYSIS OF THE TRANSFORMATION FROM DIRECT TO   INDIRECT SPEECH

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ABSTRACT
The objective of the study is to reveal the types of errors made by students in transforming direct to indirect speech in the form of statements. Furthermore, it attempts to find out the kind of errors that the students do most. To achieve the objectives of the study, the writer conducted a field research in which a test of grammar was administered. Then she did the library research in order to find some books and references that were related to error analysis and grammar. The subjects of the study were the second grade students of SMA Negeri 2 Peusangan. There were 295 students from which 34 students were taken as the sample. With the intention of drawing representative sample, simple random sampling was applied. The data were in the form of students' scores on the tests. The data shows that the students made errors on the selection of appropriate tenses, pronouns, and adverb of time. The most errors they made were in changing pronoun. In line with the result of the research, the writer suggested that to improve the students' ability in transforming direct to indirect speech, students have to learn more about pronoun, tenses, and adverb of time in turning direct to indirect speech. Additionally, it is essential to the teacher to know that choosing the appropriate pronoun is still hard for the students, so that they have to find a new way to improve it.

Keywords
Error analysis, direct speech, indirect speech

INTRODUCTION

Richards (1985) states that grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Furthermore, Pence & Emery (1969) as cited in Suhandi (2008) say that grammar treats the constructions, forms, and usage of words. It can be concluded from the

statements above, it is no doubt that by mastering grammar, the students will be able to speak, to read, and to write English correctly and understandable.

Indirect speech as a topic in grammar is used to express what others have said. Marjannah (n.d.) in *a Students Worksheet for SMA* states, "Indirect or reported speech refers to the use of noun clause that reports what someone has said. No quotation marks are used in it." (p. 65). When direct speech is turned into indirect speech, some changes are usually necessary, such as tenses, pronoun, and adverb. In this case, Azar (1992) says that indirect speech refers to reproducing the idea of another person's words. Not all the exact words are used; verb form and pronouns may change.

Furthermore, it is necessary to learn about indirect speech because it is one of many grammatical categories which is important to be learnt by students as it is one of three ways for students to report or share their statements or thoughts to other people especially when they communicate each other. Murcia & Freeman (1999) say, "Grammar and rhetoric books generally recognize three ways for a speaker and writer to attribute statements or thoughts to other people: direct quotation, indirect or reported speech, and paraphrase"(p.687.) Besides, it is essential for students to learn indirect speech because it is one of the linguistic features which should be mastered by students when they try to write a report text or sentences, and also it cannot be denied that it has important role because it is often used by people to communicate in their daily conversation. Furthermore, in writing product, transforming direct into indirect speech is necessary to be grammatically correct. Consequently, in order to be able to produce a correct sentence, a writer must have ability in grammar. L.G. Alexander (1967) says that writing exercise is primarily on grammar. By using the right grammar

someone can express his feelings, ideas, or thoughts clearly. If there are some mistakes of using grammar, the sentences will be difficult to comprehend.

English is not our mother tongue, so that the errors in using English are commonly happen. The errors also happen when students learn indirect speech.The current phenomena show that many students at SMA 2 Peusangan still have difficulties in understanding indirect speech. The teacher notices that they often do mistakes when they transform the direct into indirect form. Some students are still confused with certain grammatical changes that have to be made by them. Sometimes they feel so hard to decide what kind of tenses and pronoun that should be used when they turn the word. For example:

- Direct speech   :   Ann said, "I am hungry."
- Indirect speech   :   Ann said that she was hungry.

In relation to discussion, direct speech refers to reproducing a speaker's exact words and using quotation marks. In indirect speech, not all of the speaker's exact words are used, verbs and pronoun may change, and quotation marks are not used. From the example above, we can see that simple present tense in direct speech is changed into simple past tense, and pronoun is also changed in indirect speech. Most of the students cannot differ and remember the changes. In this case, Parrott (2010) mentions, "Learners are sometimes confused by the tense and pronoun changes that can occur in reported speech" (p.257).

In teaching and learning process, it is necessary to analyze the errors in order to give the teacher information on students' competence in target language. How far they understand it and where the areas of difficulties are. Furthermore, an error analysis on students' work will be useful and give some contributions to the process of teaching and learning. Analyzing error

is significant since this will lead to a greater understanding of the difficulties that the students face and assist in the development of pedagogic strategies. Error analysis in transforming direct to indirect speech is necessary because so many students still have difficulties in doing this. The students of SMA Negeri 2 Peusangan face that problem. The previous study had been done by Keumalasari at second year students of SMA PeukanBiluy, Aceh Besar. The result showed that students still make errors in transforming direct to indirect speech. The most error was done in changing tenses (Keumalasari, 1999). Based on the description above, the writer would like to conduct the research on the error analysis of the transformation from direct speech to indirect speech that made by the second year students of SMA Negeri 2 Peusangan.

LITERATURE REVIEW

1.An Overview of Grammar

Richards (1985) defines grammar as a description of the structure of a language and how to describe linguistic units such as words and phrases are combined to make a correct sentence. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language.

2. The Definition of Direct Speech

Direct speech is someone's statements said orally by the speaker. In the classroom context, for instance: teachers ask students to quote what their mothers said. For example: Mother said, "Rina, you have to wake up earlier." This activity assists students to understand what the direct speech is.

To see the definition of direct speech, the writer also quotes a

description given in *Fundamentals of English Grammar* by Azar (1992), "Sometimes we want to quote a speaker's words. Exact quotations are used in many kinds of writing, such as newspaper articles, stories and novels, and academic papers. When we quote a speaker's words, we used quotation mark" (p.364). Moreover, Richard (1985) mentions that direct speech is the style used in writing to report what a speaker actually said, without introducing any grammatical changes. In English the speaker's words may be written between quotation marks.

The following examples should clarify the description above:

Speaker   **Speaker's exact words**

Jane   : Cats are fun to watch.

Mike   : Yes, I agree. They are graceful and playful. Do you own a cat?

Quoting the speaker's words (Direct Speech)

Jane said, "Cats are fun to watch."

Mike said, "Yes, I agree. They are graceful and playful. Do you own a cat?"

From the examples above, direct speech is a speech by which the speaker directly quotes exactly what the first speaker has spoken. Thomson and Martinet (1986) in their book *A Practical English Grammar* as cited in Suhandi (2008) say that we repeat the original speaker's exact words in quoted speech.

3. The Definition of Indirect Speech

Azar (1992) says that another person's words and thoughts are reproduced in indirect speech, but not all the exact words are used; verb form and pronouns may change. Indirect speech is used to communicate

what someone else said, but without using the exact words. Furthermore, Oshima (2006) says that in indirect speech, the speaker's or writer's words were reported indirectly, without quotation marks. Indirect speech is introduced by the same reporting verbs used for direct quotations, and the word *that* is often added for clarity, but it is optional.

Pollock (1982) as quoted by Suhandi (2008) also says that *say* and *tell* are usually used to introduce reported statement. However, for variety we may use other introductory verbs that fit the sentences, such as *announce, declare, mention, warn*, *promise,* and *explain*. In reported speech, these words are not followed immediately by an object pronoun except the word *promise.*

For examples:

- The teacher said, "The examination will be held on Monday."

   The teacher announced (that) the examination would be held on Monday.

- The president said, "Our country is saved."

   The president declared (that) their country was saved.

- She said, "I can handle this project."

   She remarked (that) she could handle that project.

- Tom said, "You will not pass the exam."

   Tom denied (that) I would not pass the exam.

- Ann said, "This shop does not give a good service for customers."

   Ann complained (that) that shop did not give a good service for customers.

- He said, "You should not go back anymore."

   He mentioned (that) I should not go back anymore.

- Mary said, "I will come to your party."

   Marry answered (that) she would come to my party.

- The teacher said, "We should not look directly at the sun during a solar eclipse."

  The teacher explained (that) they should not look directly at the sun during a solar eclipse.

- Alice said, "I will take you home after the class is over."

  Alice promised me (that) she would take me home after the class was over.

From the examples above, there is only the word *promise* which is followed by object pronoun. According to Azar (1988), *say* is followed immediately by a noun clause, but *tell* is not followed immediately by a noun clause. *Tell* is followed immediately by an object pronoun (e.g.: *me, us, Jhon, someone*) and then by a noun clause.

For examples:

- Ann said that she was hungry.
- Ann told me that she was hungry.

4. Changes in Indirect Speech

There are several aspects that shoud be changed in transforming direct to indirect speech, they are:

- Changing of tenses (Simple present to simple past, Present continuous to past continuous, Present perfect to past perfect, Present perfect continuous to past perfect continuous, Simple past to past perfect, and Past continuous to past perfect continuous)

- Changing of pronoun (pronoun and possessive adjectives usually change from first or second person to third person except when the speaker is reporting his own words).

- Changing of adverb of time:

Direct	Indirect
today	that day
tonight	that night
this	that
these	those
now	at that time
yesterday	the previous day
last week	the previous week
next month	the following month
next year	the following year

RESEARCH METHODOLOGY

The methodology used was descriptive quantitative. It was meant that this study used numbers and statistical technique to analyze the data collected. The research was intended to describe the reality found without giving any manipulation. It dealt with a single variable, analyzing the errors, which was focused on the transformation from direct to indirect speech made by the students. The students' errors on the test were used as the indicator of analysis.

The population was the second grade students of SMA Negeri 2 Peusangan. The total numbers of the population were 295 students which were divided in 7 classes; four Science Program classes (IPA) and three Social Program classes (IPS).

Since the students were taught by the teacher using the same textbook and materials with the same curriculum, all of the second classes had the same ability in understanding direct and indirect speech, so that the writer used random sampling as technique of taking sample. In the process

of taking sample, the writer used lottery procedure. There were three steps in this procedure; first, the writer collected all second classes' name in a box and shook it likes a lottery. After that, the writer got one class as the sample.

To get the data, the writer administered a grammar test which was divided in two sections; multiple choices item and essay test. The test was made by the writer herself by consulting with the English teacher of SMA Negeri 2 Peusangan.

To score the test, the writer used the following formula:

$$\text{Score} = \frac{B}{N} \times 100$$

Where:

B: Right answer

N: Total of the test item

FINDINGS AND DISCUSSIONS

Two sections of test containing items about the changing direct into indirect speech were given to the students in order to know in what transformation they produced the most errors. Here is the detail of the data.

Table 1

The Scores of Students

No	Students' Number	Scores
1	9634	55
2	9716	25
3	9909	79
4	9639	12
5	9640	48
6	9642	43
7	9678	25

8	9644	18
9	9645	49
10	9646	54
11	9647	49
12	9648	42
13	9649	28
14	9651	40
15	9738	29
16	9653	53
17	9742	34
18	9654	37
19	9655	40
20	9699	36
21	9656	78
22	9751	36
23	9657	49
24	9707	12
25	9658	31
26	9659	28
27	9660	37
28	9661	20
29	9662	60
30	9664	52
31	9665	49
32	9666	65
33	9667	24

34	9712	15

From the data above, the highest score is 79 and the lowest score is 12. Sudjana (2002) defines the range of the score is the highest score minus the lowest score. It is showed as follows:

R = the highest score – the lowest score

  = 79 – 12 = 67

The amount of class interval (K) is counted by using the suggested formula (here, n is the number of students), that is:

K = 1 + 3,3 log n

  = 1 + 3,3 log 34

  = 1 + 3,3 (1,53)

  = 1 + 5

  = 6

The length of class interval (P) can be found by dividing the range with the amount of class interval, as follows:

$$P = \frac{R}{K}$$

$$= \frac{67}{6}$$

$$= 11,16$$

The distribution of frequency is shown on table 2.

Table 2

'The Distribution of Frequency

No	Class Interval	f_i	x_i	x_i^2	$f_i x_i$	$(f_i x_i)^2$
1	10 – 21	5	16	256	80	6.400
2	22 -33	7	28	784	196	38.416
3	34 – 45	9	40	1600	360	129.600
4	46 - 57	9	52	2704	468	219.024
5	58 – 69	2	64	4096	128	16.384
6	70 – 81	2	76	5776	152	23.104
Total		34			1.384	432.928

Based on the data above, we get mean $(\bar{X})$ and variants (S^2) as follows:

$$\bar{X} = \frac{\Sigma f_i x_i}{\Sigma f_i} = \frac{1.384}{34} = 40,7$$

$$S^2 = \frac{n\Sigma f_i x_i^2 - (\Sigma f_i x_i)^2}{n\,(n-1)}$$

$$= \frac{34\,(432.928)-(1384)^2}{34(33)}$$

$$= \frac{12.804.096}{1122}$$

$$= 11.411,8$$

$$s\quad = 106,8$$

After finding the mean ($\bar{X}$) and variants (S^2), we can get the reliability of the test by using the formula suggested by Sudjana (2002) as follows:

$$R = \left(\frac{n}{n-1}\right)\left(1 - \frac{\bar{X}(n-\bar{X})}{nS^2}\right)$$

$$= \left(\frac{34}{34-1}\right)\left(1 - \frac{40,7(34-40,7)}{34(11.411,8)}\right)$$

$$= \left(\frac{34}{33}\right)\left(1 - \frac{40,7(-6,7)}{388.001,2}\right)$$

$$= 1,03\left(1 - \frac{272,69}{388.001,2}\right)$$

$$= 1,03\,(0,9)$$

$$= 0,92$$

Results of the calculation are shown on the following tables: (Table 3)

Area Tested of Change Tenses, Pronoun, and Adverb of Time

No	Area Tested	Number of Items
I	Transforming the direct speech into indirect speech by applying the rule for sequence of tenses: Simple present-simple past	1,3,5,8,10,11,18,19,21,29,30
	Present continuous-past continuous	7,22
	Present perfect-past perfect	6,9,13,25,26
	Present perfect continuous-past perfect continuous	20
	Simple past-past perfect	2,14,15,16,17,23,27
	Past continuous-past perfect continuous	4,12,4,8

II	Transforming the direct speech into indirect speech with suitable pronouns: The 1st and 2nd person turns into 3rd person;	
	1. My-her/his	1,6,7,16,17,19,26,28
	2.You-he/she/they/me	4,9,20,24,27,30
	3.We-they	13,21,29
	4.I-he/she	1,2,5,6,7,8,9,10,11,12,14,15,18,20,22,23,25,27,28,30
	5.Me-him/her	3,19,26,28
III	Transforming the direct speech into indirect speech with suitable adverb of time:	
	now-then, at that time	18,22
	today-that day	21
	last night-the previous night	4
	yesterday-the day before	2
	next year-the following year	10,29
	tomorrow-the following day	11
	last year-the previous year	12
	last week-the previous week	15,23

Table 4

Frequency of Error Made in the Change of Tenses

No	Change of Tenses	Item Number	Frequency of Error Made	Percentage
1	*Simple Present* **to** *Simple Past*	1	8	23,52%
2	*Simple Present* **to***Simple Past*	3	15	44,11%
3	*Simple Present* **to** *Simple Past*	5	7	20,58%
4	*Simple Present* **to** *Simple Past*	8	13	38,23%
5	*Simple Present* **to** *Simple Past*	10	6	17,64%
6	*Simple Present* **to** *Simple Past*	11	5	14,7%
7	*Simple Present* **to** *Simple Past*	18	12	35,29%
8	*Simple Present* **to** *Simple Past*	19	10	29,41%
9	*Simple Present* **to** *Simple Past*	21	21	61,76%
10	*Simple Present* **to** *Simple Past*	29	14	41,17%
11	*Simple Present* **to** *Simple Past*	30	18	52,94%
12	*Present Continuous* **to** *Past Continuous*	7	8	23,52%
13	*Present Continuous* **to** *Past Continuous*	22	20	58,82%
14	*Present Perfect* **to** *Past Perfect*	6	7	20,58%

15	*Present Perfect* **to** *Past Perfect*	9	13	38,23%
16	*Present Perfect* **to** *Past Perfect*	13	6	17,64%
17	*Present Perfect* **to** *Past Perfect*	25	9	26,47%
18	*Present Perfect* **to** *Past Perfect*	26	20	58,82%
19	*Present Perfect Continuous* **to** *Past Perfect Continuous*	20	7	20,58%
20	*Simple Past* **to** *Past Perfect*	2	14	41,17%
21	*Simple Past* **to** *Past Perfect*	14	20	58,82%
22	*Simple Past* **to** *Past Perfect*	15	15	44,11%
23	*Simple Past* **to** *Past Perfect*	16	17	50%
24	*Simple Past* **to** *Past Perfect*	17	19	55,88%
25	*Simple Past* **to** *Past Perfect*	23	17	50%
26	*Simple Past* **to** *Past Perfect*	27	21	61,76%
27	*Past Continuous* **to** *Past Perfect Continuous*	4	20	58,82%
28	*Past Continuous* **to** *Past Perfect Continuous*	12	12	35,29%
29	*Past Continuous* **to** *Past Perfect Continuous*	24	20	58,82%
30	*Past Continuous* **to** *Past Perfect Continuous*	28	19	55,88%
	Total (Px)		**413**	**40,5%**

To find out the frequency error made by the students in change each tenses, the writer used formula:

$$P = \frac{F}{N} x \ 100 \ \%$$

To find out total frequency error made by the students in change of tenses, the writer used formula:

$$P = \frac{F}{Nxn} x \ 100 \ \% = \frac{413}{34x30} x \ 100 \ \% = 40{,}05 \ \%$$

These are the items related to the students' difficulty in the change of tense in transformation from direct speech into indirect speech. *First*, the writer discussed about the change of simple present to simple past. There are 8 students or 23,5 % who made error in item number 1, there are 15 students or 44,11 % who made error in item number 3, there are 7 students or 20,58 % who made error in item number 5, there are 13 students or 38,23 % who made error in item number 8, there are 6 students or 17,64 % who made error in item number 10, there are 5 students or 14,7 % who made error in item number 11, there are 12 students or 35,29 % who made error in item number 18, there are 10 students or 29,41 % who made error in item number 19, there are 21 students or 61,76 % who made error in item number 21, there are 14 students or 41,17 % who made error in item number 29, there are 18 students or 52,94 % who made error in item number 30.

Second, the writer discussed about the change of present continuous to past continuous. There are 8 students or 23,52% who made error in item number 7, and there are 20 students or 58,82 % who made error in item number 22.

Third, the writer discussed about the change of present perfect to past perfect. There are 7 students or 20,58 % who made error in item number 6, there are 13 students or 38,23 % who made error in item number 9, there are 6 students or 17,64 % who made error in item number 13, there are 9

students or 26,47 % who made error in item number 25, and there are 20 students or 58,82 % who made error in item number 26.

Fourth, the writer discussed about the change of present perfect continuous to past perfect continuous. There are 7 students or 20,58 % who made error in item number 20.

Fifth, the writer discussed about the change of simple past to past perfect. There are 14 students or 41,17 % who made error in item number 2, there are 20 students or 58,82 % who made error in item number 14, there are 15 students or 44,11 % who made error in item number 15, there are 17 students or 50 % who made error in item number 16, there are 19 students or 55,88 % who made error in item number 17, there are 17 students or 50 % who made error in item number 23, and there are 21 students or 61,76 % who made error in item number 27.

Sixth, the writer discussed about the change of past perfect to past perfect continuous. There are 20 students or 58,82 % who made error in item number 4, there are 12 students or 35,29 % who made error in item number 12, there are 20 students or 58,82 % who made error in item number 24, and there are 19 students or 55,88 % who made error in item number 28.

The total averages of frequency error made by students are 33 % students who got difficulty in the change of tenses.

In the next table, writer discussed the frequency of error made in the change of pronoun. The data will be shown as follows;

Table 5

Frequency of Error Made in the Change of Pronoun

No	Changes of Pronoun	Item Number	Frequency of Error made	Percentage
1	*My* **become** *her*	6	8	23,52%
2	*My* **become** *her*	7	12	35,29%
3	*My* **become** *her*	16	18	52,94%
4	*My* **become** *her*	28	27	42%
5	*My* **become** *his*	17	29	85,29%
6	*My* **become** *his*	19	32	94,11%
7	*My* **become** *his*	3	33	97,05%
8	*You* **become** *he*	4	13	38,23%
9	*You* **become** *he*	20	15	44,11%
10	*You* **become** *her*	9	17	50%
11	*You* **become** *her*	27	31	91,17%
12	*You* **become** *his*	30	29	85,29%
13	*You* **become** *they*	24	33	97,05%
14	*You* **become** *they*	21	17	50%
15	*You* **become** *they*	29	28	82,35%
16	*I* **become** *he*	1	19	55,88%
17	*I* **become** *he*	5	12	35,29%
18	*I* **become** *he*	8	14	41,17%
19	*I* **become** *he*	9	19	55,88%
20	*I* **become** *he*	10	23	67,64%
21	*I* **become** *he*	12	29	85,29%

22	*I* **become** *he*	14	17	50%
23	*I* **become** *he*	20	16	47,05%
24	*I* **become** *he*	22	15	44,11%
25	*I* **become** *he*	27	12	35,29%
26	*I* **become** *she*	2	12	35,29%
27	*I* **become** *she*	6	9	26,47%
28	*I* **become** *she*	7	13	38,23%
29	*I* **become** *she*	11	25	73,52%
30	*I* **become** *she*	15	27	79,41%
31	*I* **become** *she*	18	27	79,41%
32	*I* **become** *she*	23	30	88,23%
33	*I* **become** *she*	25	29	85,29%
34	*I* **become** *she*	28	33	97,05%
35	*I* **become** *she*	30	21	61,76%
36	*Me* **become** *him*	3	25	73,52%
37	*Me* **become** *him*	19	32	94,11%
38	*Me* **become** *him*	26	32	94,11%
39	*Me* **become** *her*	28	30	88,23%
	Total (Px)		**863**	**65%**

To find out the frequency error made by the students in changing pronoun, the writer used formula:

$$P = \frac{F}{N} x \ 100 \ \%$$

To find out total frequency error made by the students in change of pronoun, the writer used formula:

$$P = \frac{F}{Nxn} x 100 \ \% = \frac{863}{34x39} x \ 100 \ \% = 65 \ \%$$

In the next table, writer discussed the frequency of error made in the change of adverb of time. The data will be shown as follows;

Table 6

Frequency of Error Made in the Change of Adverb of Time

No	Changes of Adverb of Time	Item Number	Frequency of Error made	Percentage
1	*Now* **become** *at that time, then*	18	8	23,52%
2	*Now* **become** *at that time, then*	22	15	44,11%
3	*Today* **become** *that day*	21	8	23,52%
4	*Last night* **become** *the previous night, the night before*	4	14	41,17%
5	*Yesterday* **become** *the day before*	2	9	26,47%
6	*Next year* **become** *the following year*	10	6	17,64%
7	*Next year* **become** *the following year*	29	16	47%
8	*Tomorrow* **become** *the following day*	11	2	5,88%
9	*Last year* **become** *the previous year*	12	7	20,58%
10	*Last week* **become** *the previous week*	15	6	17,64%
11	*Last week* **become** *the previous week*	23	15	44,11%
	Total (Px)		**106**	**28%**

To find out the frequency error made by the students in changing adverb of time, the writer used formula:

$$P = \frac{F}{N} x \ 100 \ \%$$

To find out total frequency error made by the students in change of adverb of time, the writer used formula:

$$P = \frac{F}{Nxn} x \ 100 \ \% = \frac{106}{34x11} x \ 100 \ \% = 28 \ \%$$

After classifying the items into area tested and analyzing the frequency of error in each item, the writer described the difficulty in the change of tense, pronoun, and adverb of time in transformation direct speech into reported speech in form of statement in the percentage as follows:

No.	Difficulties	Percentage
1.	The change of tense in transformation direct speech into indirect speech	40,5 %
2.	The change of pronoun in transformation direct speech into indirect speech	65 %
3.	The change of adverb of time in transformation direct speech into indirect speech	28 %

The table above shows that many students made error in the change of tense, pronoun and adverb of time. There are 40,5 % students who made error in the change of tense in transformation direct speech into reported speech, 65 % students who made error in the change of pronoun in the transformation direct speech into indirect speech, and 28 % students made error in the change of adverb of time in the transformation direct speech into indirect speech. However, the higher difficulty in learning indirect speech is

in the change of pronoun.

Furthermore, the writer can interpret that most of the second year students of SMA Negeri 2 Peusangan still hard to change the tenses and pronouns in the right form in converting direct speech into reported speech of statements. The writer also noticed they confused to change the time of the original statement uttered to the time of indirect statement and the speaker that was of 1st and 2nd person turned into 3rd person. Then, having opinion that grammar is difficult, less enthusiasm and motivation caused the students get difficulties in reported speech of statement. Besides, they did not understand yet the explanation given by the teacher.

Conclusion and Suggestions

Based on the data analysis discussed in the previous chapter, the writer inferred most of the students made errors in the change of pronoun when they transformed the direct speech into indirect speech. The data showed that the difficulty in the change of pronoun has the highest percentage of error. It was about 65 % error made by students. It means the rate of the students' mastery in this subject is still low enough especially in grammatical changes therefore it is collocated the change of pronoun in the first while the change of tense is in the second rank, and the change of adverb of time in the third rank.

This study also suggests that students should understand very well how to change the direct speech into indirect speech and memorize the rule for the sequence of tense, pronoun, and adverb of time in its transformation. Meanwhile, the teacher should create the class comfortable for studying and do an improvisation to attract students' enthusiasm and motivation in teaching-learning process.

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