

AN ANALYSIS ON STUDENTS' ERRORS IN USING DIRECT AND INDIRECT SPEECH IN SENTENCES AT SIXTH SEMESTER STUDENTS OF STAI HUBBULWATHAN DURI

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Abstract

Based on the researchers' observation, it was found that most of the students get difficult in using direct and indirect speech of statement. They get difficult to change tenses, pronoun and adverb of time from direct into indirect speech. So, the researchers were interested in carrying out research based on this problem. The objective of the research is to find out kinds of error in using direct and indirect speech and cause of the errors. The design of this research was descriptive quantitative. There is 1 class at sixth semester of STAI Hubbulwathan Duri. The Population consisted of 19 students at the sixth semester of STAI Hubbulwathan Duri. The researchers use the sixth semester class (19 students) as sample. The researchers gave written test by 10 items. And then test result was presented in the form of tables and picture to make it easier to understand. To know the steps taken in conducting an error analysis, the researchers use steps to classify and to quantify errors. After analyzing the data, the researchers found the kind of errors which made by the students and the cause of the errors.

Berdasarkan pengamatan peneliti, ditemukan bahwa sebagian besar mahasiswa mengalami kesulitan dalam menggunakan direct speech dan indirect speech. Mereka sulit mengubah tenses, pronoun dan adverb of time dari direct speech ke indirect speech. Peneliti tertarik untuk melakukan penelitian tentang masalah ini. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan dalam menggunakan ujaran langsung dan tidak langsung dan penyebab kesalahan. Rancangan penelitian ini adalah deskriptif kuantitatif. Penelitian dilakukan pada semester enam STAI Hubbulwathan Duri. Populasi semester enam STAI Hubbulwathan Duri adalah 19 orang mahasiswa. Peneliti akan menggunakan mahasiswa semester enam (19 mahasiswa) sebagai sampel. Peneliti memberikan tes tertulis sebanyak 10 item. Dan kemudian hasil tes akan disajikan dalam bentuk tabel dan gambar sehingga lebih mudah dimengerti. Untuk mengetahui langkah-langkah dalam melakukan analisis kesalahan, peneliti akan menggunakan langkah-langkah untuk mengklasifikasi kesalahan dan

mengkuantifikasi kesalahan. Setelah menganalisis data, peneliti menemukan jenis kesalahan yang dilakukan oleh mahasiswa dan penyebab kesalahannya.

Keywords: Direct Speech, Indirect Speech, Students' Error

INTRODUCTION

People who want to learn English will face four certain major language skills. They are listening, speaking, reading and writing. Besides, they also have to learn the language components which consist of grammar, vocabulary, and pronunciation in order to help them in mastering the four language skills above. One of the language components that has important role and should be learned by the students is grammar. Grammar will be needed by the students to communicate clearly and properly with others, either in written language or spoken language. From the statements above, It could be comprehended by mastering grammar. Students will not only able to speak or write correctly, but also to make communication effectively with others. Someone who has mastered grammar properly will be different from a speaker who speaks English without good grammar comprehension. Someone who speaks or writes English properly or with good structure of sentences will be more acceptable and effective in his/her interaction in all aspects of his/her life because he/she does not only produce words, but also make listeners and readers reach his/her meaning easily either in oral or written English.

There are many aspects discussed in English grammar, one of them is reported speech. Reported phrase is one of many grammatical categories which is important to be learned by students. It is needed to be learned because sometimes people will use it either in writing or daily conversation. It is as Murcia and Freeman (2005) stated in the grammar book an ESL/EFL teacher's course, "indirect reported speech plays an important role in everyday conversation".

Reported speech will make a conversation more interactive. Students can give information that they have to other one by orienting to the information, not to the exact sentence either as statements, questions, or commands. It is different process of happiness when students want to report someone statements, questions or commands from direct into direct speech, the students have to make certain grammatical changes in order to speak properly in English, so Indonesian students may make some errors when learning reported speech.

In English, when a speaker would like to report what he/she has listened from someone's words either in statement, question or command form. The speaker should make some transformation such as tenses, pronoun and adverb of

time because when the speaker is making reported speech; it will be a different time with the time when the source speaker said. Also he/she should change the pronoun of source speaker in order to make conversation acceptable and meaningful.

In this research, the researchers focused on:

- a. Errors in using direct and indirect speech of statement. It is based on five assessments. They are Simple Present Tense, Simple Past Tense, Present Continuous Tense, Future Tense and Present Perfect Tense.
- b. Cause of error in using direct and indirect speech.

Direct speech (also called quoted speech) states the exact words of a speaker. (Maurer, 2006:397) in direct speech we repeat the original speaker's exact words. In direct speech, quotation marks enclose the quotation. The reporting verb, such as said, told, or responded, is followed by comma if it introduces the quotation. Quotation marks come after a final period, question mark, or exclamation point.

Indirect speech (also called reported speech) reports the words of a speaker but not all of the speakers' exact words. (Maurer, 2006: 397). According to Swan, "indirect speech was speakers' words or thoughts part of their own sentence, using conjunctions (e.g. that), and changing pronouns, tenses and other words where necessary. In indirect speech we give the exact meaning of a remark or a speech, without necessarily using the speaker's exact words (Thomson, 1986: 269).

The Students' Errors in Using Direct and Indirect speech

According to Dulay (1982), "Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. "Meanwhile, Jeremy Harmer, "Errors are part of the students' inter- lingua that is the version of the language which a learner has at anyone stage of development, and which is continually reshaped as he or she aims toward full mastery."

Brown stated that, "An Error is noticeable deviation from the adult grammar of a native speaker, reflecting the Interlingua competence of the learner." From all definition above, it can be comprehended that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics' system of target language: it will lead the students to make errors.

In order to analyze learner language in an appropriate perspective, it is important to make a distinction between errors and mistakes. A mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to

utilize a known system correctly. James distinguished between error and mistake. He defined errors as systematic mistakes due to lack of language competence, while mistakes refer to performance errors because of a random guess or slip. Error cannot be self-corrected. Mistake can be self-corrected if the deviation is pointed out to the speaker. Meanwhile, Edge (1989) gave a simple definition. He stated that a slip or mistake is what a learner can self-correct and error is what a learner cannot self-corrected.

Based on the statement above, it can be elaborated that errors and mistakes are different. Error is a flawed side of learner speech caused by the factor of competence. In the other hand, they do not understand well the use of linguistics' system of target language. It cannot be self-corrected. Besides, mistake refers to performance errors because of a random guess or slip. It can be self-corrected.

Brown (2000) divided causes of errors as the following:

a. Interlingual transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from native language or interference. In early stages, before the system of the second language is familiar, native language is the only previous linguistic upon which learner draws. For example; English learner says "sheep" for "ship" or the book of Jack instead of "Jack's book"

b. Intralingual transfer

Intralingual transfer is a major part in second language learning, once learners have begun to acquire parts of new system, more and more intralingual transfer within the target language is manifested such as past tense form of verb following a modal, present tense-s on a verb following a modal, -ing on a verb following a modal, are (for be) following will, past tense form of a verb following do, -ing on a verb following modal, present tense-s on a verb following do, present tense-s on a verb following be, present tense form of a verb following be.

c. Context of Learning

Context refers to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. Students often make error because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was memorized in a drill but improperly contextualized. The example is two vocabulary items presented contiguously point at and point out might in later recall be confused simply because of the contiguity of presentation.

d. Communication Strategies

Communicative strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of error.

The Types of Error are:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Omission can occur in morphology. Learners often leave out the third person singular morpheme-s, the plural marker-s and the past tense inflection-ed. In syntax, learner may omit certain element. Which is an obligatory element. (Dulay, 1982) For example: she often buy many apple.

2. Addition

Addition errors is the opposite of omissions. They are characterized by the presence of an item which must not appear in well-formed utterance.

For example: I goes to Bandung.

There are three types subtypes of addition error, as follow :

a) Double marking

This error is defined as the failure to delete certain items which are required in some linguistic construction, but no in others. For example: He does not makes a cake.

b) Regularization

In most language, however, some members of a class are exception to the rule. For example: The young boy hurted my mother. The verb hurt is an irregular verb, so it is wrong change, and should be written as hurt. The learner made it because he/she applies the rule of regular verb to irregular verb.

c) Simple addition

If an addition error is not double marking nor regularization, it is called as simple addition .for example: This a chair is mine.

3. Misformation

Misformation errors are characterized by the use of the wrong form a morpheme or a structure. in misformation errors, the learner supplies something, although it is incorrect.

a) Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in runned for ran or geeses for geese.

b) Over generalization

According to Dulay, this error refers to an archi-form, the selection of one member of a class of forms to represent others in the class. This is a common characteristic of all stages of second language acquisition; they have called the form selected by the learner as an archi-form. The learner makes a rule on the basis of his experience of other rule in the target language. For example: this books are mine. The learner made the error because he/she just select one of demonstrative adjective “this” and generalizes the function for any noun, whether it is singular or plural noun.

c) Alternating form

As the learner's vocabulary and grammar grow, the use of archi-form often gives way to the apparently fairly free alternation of various members of a class with each other.

For example: My best friend is a good player in badminton. I have watched he for several matches.

4. Misordering

As the label suggest, misordering error are characterized by the incorrect placement of morpheme or group of morphemes in an utterance. For example: where you do go?

a. The procedures of error analysis

According to Rod Ellis, there are four procedures of error analysis, they are as the following:

The first step is identifying errors. In this step a teacher identifies students' errors from the tasks given by comparing the sentences that the learners have produced with the correct sentence. For example: The men are my brothers. The correct sentence should be: The men are my brothers.

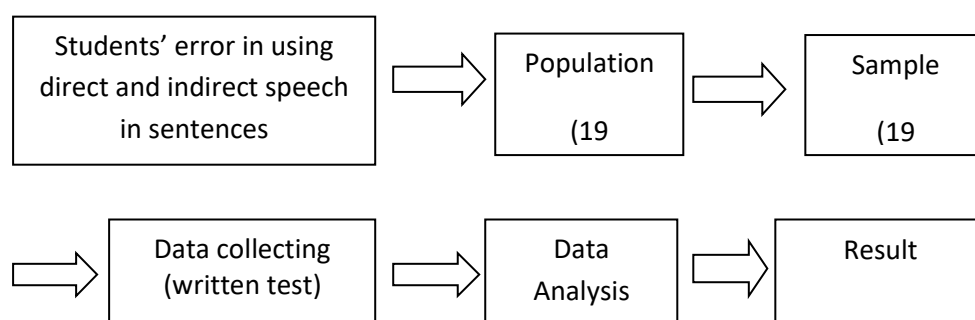
The second step is describing errors. After the identifying error process has finished. A teacher starts to classify the errors which have been made by the students into the types of error above.

The third step is explaining errors where the teacher should try to predict the source of errors. This step attempts to account for how the errors can happen and why the errors occur.

The last step is evaluating errors where the teacher should decide to whom the evaluation will be given, what errors which will be asked to the students to judge, and how they will be asked to judge them.

METHOD

This research only consists of one variable that is an analysis on students' error in using direct and indirect speech at the sixth semester of STAI Hubbulwathan Duri. The schema of the research will be shown by the following figure.



This research was conducted at the sixth semester of STAI Hubbulwathan Duri. This research will be started from April to July 2017. Moreover, the writer found that the college students here face some difficulties to change from direct into indirect speech and make some errors in written. Because of that the target of the research is college students. Researcher will take all of the population as the sample, with the total is 19 students.

Table 1. Population and Sample

No	Class	Subject		Total	Population
		Female	Male		
1	Sixth semester	11	8	19	19

For collecting the data, researcher uses a writing test as instrument for this research, the process of collecting the data is explain as follows:

- a) The Researcher goes to STAI Hubbulwathan Duri to ask permission to do research.
- b) The Researcher meets Kasubag BAAK to know data at the sixth semester of English education department students of STAI Hubbulwathan Duri.
- c) The Researcher gives a written test to sixth semester of English education department students of STAI Hubbulwathan Duri to know how students' errors in using direct and indirect speech in sentences are.

The Researcher processes the students' test and then test result is presented in the form of tables and picture make it easier to understand to know of steps take in conducting an error analysis, the researcher will use steps classify errors and quantify errors.

After collecting the data, the researcher analyzes the students' error in using direct and indirect speech in sentences steps by Rod Ellis (1997:50) the steps as follows:

Table 2. The Steps of Errors Analysis Method

No	Steps	Explanation
1	Identification of errors	Identifying students' errors from the tasks given by comparing the sentences that the learners have produced with the correct sentence.
2	Classification of errors	Classifying the errors which have been made by the students into the types of error.
3	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating the percentage of errors.

To know the level of the students' errors in using direct and indirect speech at sixth semester of STAI Hubbulwathan Duri, the researcher divided into three levels:

1. The students' errors are categorized into "High" when the percentage of analysis ranges between 76 % to 100 %
2. The students' errors are categorized into "Medium" when the percentage of analysis ranges between 56 % to 75 %.
3. The students' errors are categorized into "Low" when the percentage of analysis ranges below 55 %.

The percentage of each type of errors above was calculated by using the formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F= Frequency

N= Number of students

FINDINGS

The test is given to the sixth semester of STAI Hubbulwathan Duri. The test consisted of 10 items in one part (A). This one part of test was given to take students' scores in direct and indirect speech of statement in order to test students' ability to change the direct statement into indirect statement by applying the rule for sequence of tenses in its transformation. The following table is the classification of each item about the test of reported speech of statement into area tested.

Table 3. Area Tested of Changing Tenses and Pronoun

No	Area tested	Number of items
	Part A	
	Changing direct statement into indirect statement by applying the rule for sequence of tenses	
	Simple Present – Simple Past	1,9
	Present Continuous – past Continuous	5,10

	Present Perfect- Past Perfect	3,6
	Simple Past – Past Perfect	4,8
	Simple Future - Past Future	2,7

Here is the table which describes the recapitulation of student's error:

Table 4. The Recapitulation of Students' Error

No	Student	Error Classification							Total of Errors
		O	DM	SA	RE	OG	AF	M	
1	Student 1	0	0	0		3	0	0	3
2	Student 2	1	0	0	4	3	3	0	11
3	Student 3	0	0	0	9	1	3	0	13
4	Student 4	0	0	0	6	3	1	0	10
5	Student 5	2	0	0	3	3	1	0	9
6	Student 6	1	0	0	3	2	1	0	7
7	Student 7	0	0	0	2	1	2	0	5
8	Student 8	1	0	0	8	3	0	0	12
9	Student 9	0	0	0	3	3	1	0	7
10	Student 10	1	0	0	6	3	4	0	14
11	Student 11	1	0	0	4	2	1	0	8
12	Student 12	1	0	0	7	3	0	0	11
13	Student 13	1	0	0	3	1	2	0	7
14	Student 14	1	0	0	5	3	3	0	12
15	Student 15	0	0	0	0	3	0	0	3
16	Student 16	0	0	0	0	3	0	0	3
17	Student 17	0	0	0	0	3	0	0	3

18	Student 18	0	0	0	0	3	0	0	3
19	Student 19	0	0	0	0	3	0	0	3
	Total	10	0	0	0	63	49	22	144

In this research, classification of error used is based on surface strategy taxonomy to classify the students' errors. From the data, it can be described that the errors in regularization error are the most errors in which the students committed 63 errors. It is followed by over generalization with 49 errors. After that alternating form consists of 22 errors. There are 10 errors in omission. There is no simple addition error, double marking, and mis-ordering which are made by the students.

In this research, the test is also carried out to find out the causes of error which are made by the students. By this test the researchers will know what factors that make the students do the errors because of interlingual transfer, intralingual transfer, and context of learning or communication strategies.

After analyzing the data, in this part, the data of the students' error will be described as follows:

1. Description of students' error in omission

Table 5. Error in Omission

Item Number	Student	Error Identification	Error causes	Error correction
A-1	Student 5 Student 6 Student 7 Student 10	they said that they love our country	Interlingual transfer	they said that they <u>loved</u> their country
A-9	Student 2 Student 5 Student 10	father said that he repair that motorcycle	Interlingual transfer	father said that they <u>repaired</u> that motorcycle

- Description of students' error in omission describes that in items number A-1. There are four students who made error. There are three students who made error in item number A-9 which is caused by interlingual transfer.
- Description of students' error in Regularization error

Table 6. Error in Regularization Error

Item number	Student	Error Identification	Error Causes	Error Correction
A-1	Student 3	They said that they <u>loves</u> their country	Interlingual transfer	They said that they <u>loved</u> their country
A-2	Student 2 Student 4 Student 8 Student 10 Student 11 Student 12 Student 13 Student 14	She said that she <u>will</u> buy a computer.	Interlingual transfer	She said that she <u>would</u> buy a computer.
A-3	Student 3 Student 4 Student 5 Student 6 Student 8 Student 10 Student 12 Student 14	They said that they <u>have</u> gone to New York.	Intralingual transfer	They said that they <u>had</u> gone to New York.
A-5	Student 2 Student 3 Student 4 Student 8 Student 9 Student 10 Student 11 Student 12 Student 14	They said that they <u>are</u> waiting for the bus	Intralingual transfer	They said that they <u>were</u> waiting for the bus.
A-6	Student 4 Student 5 Student 6 Student 8 Student 9 Student 10 Student 13	Rizka said that she <u>have</u> seen that movie	Intralingual transfer	Rizka said that she <u>had</u> seen this movie
A-7	Student 2 Student 3 Student 4 Student 5 Student 8 Student 10 Student 12 Student 14	Mary said to John that she <u>will</u> come to his house the next day	Interlingual transfer	Mary said that she <u>would</u> come to his house the next day

A-8	Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Student 9 Student 10 Student 11 Student 12 Student 13 Student 14	Ana said that she <u>was</u> sick the day before	Interlingual transfer	Ana said that she <u>had been</u> sick the day before
A-9	Student 4 Student 8 Student 12	Father said that he <u>repair</u> that motor cycle	Interlingual transfer	Father said that he <u>repaired</u> that motor cycle
A-10	Student 3 student 8 student 10 student 11 student 12 student 13 student 14	My mother said that she <u>is</u> cooking fried chicken	Interlingual transfer	My mother said that she <u>was</u> cooking fried chicken

Description of the students' error in regularization error describes that in items number A1. There is one student who made error which is caused by interlingual transfer. There are eight students who made error in item number A-2 which is caused by interlingual transfer, there are eight students who made error in item number A-3 which caused by the intralingual transfer. There are nine students who made error in item number A-5 which is caused by intralingual transfer, there are seven students who made error in item number A-7 which is caused by the interlingual transfer, there are fourteen students who made error in item number A-8 which caused by the interlingual transfer, there are three students who made error in item number A-9 which caused by the interlingual transfer, there are seven students who made error in item number A-10 which caused by interlingual transfer.

Table 7. Error in over-generalization

Item number	Student	Error Identification	Error causes	Error correction
A-7	Student 1 Student 4 Student 8 Student 9 Student 10 Student 14	Mary said to John that she would come to his house <u>tomorrow</u>	Interlingual transfer	Mary said to John that she would come to his house <u>the next day</u>
A-8	Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Student 9 Student 10 Student 11 Student 15 Student 16 Student 17 Student 18 Student 19	Ana said that she had seen sick yesterday	Interlingual transfer	Ana said that she had seen sick <u>the day before</u>
A-10	Student 1 Student 2 Student 4 Student 6 Student 8 Student 10 Student 11 Student 12 Student 13 Student 14 Student 16 Student 17 Student 18	My mother said that she was cooking fried chicken now	Interlingual transfer	My mother said that she was cooking fried chicken then

Description of students' error in over generalization describes that in items number A7. There are eleven students who made error. There are nineteen students who made error in item number A-8 there are fourteen students who made error in item number A-10, all item is caused by interlingual transfer.

Table 8. Error in Alternating Form

Item number	Student	Error Identification	Error causes	Error correction
A-1	Student 2 Student 5 Student 7 Student 11 Student 13 Student 14	They said that they loved <u>our</u> country	Interlingual transfer	They said that they loved <u>their</u> country
A-3	Student 3 Student 13	They said that <u>we</u> had gone to New York	Intralingual transfer	They said that <u>they</u> had gone to New York
A-5	Student 3	They said that <u>we</u> were waiting for the bus	Intralingual transfer	They said that <u>they</u> werewaiting for the bus
A-7	Student 2 Student 3 Student 4 Student 6 Student 9 Student 14	Mary said to John that she would come to <u>your</u> house the next day	Interlingual transfer	Mary said to John that she would come to <u>his</u> house the next day
A-8	Student 10	Ana said that <u>I</u> had been sick the next before	Intralingual transfer	Ana said that <u>she</u> had been sick the day before
A-9	Student 10	father said that <u>I</u> repaired the motor cycle	Intralingual transfer	father said that <u>he</u> repaired the motor cycle

Description of the students' error in alternating form describes in item number A-1. There are six students who made error which caused by interlingual transfer. There are two students who made error in item number A-3 which caused by intralingual transfer, there is one student who made error in item number A-5 which caused by intralingual transfer, there are six students who made error in item number A-7 which caused by the interlingual transfer, there is one student who made error in item number A-8 which caused by intralingual transfer, there is one student who made error in item number A-9 which caused by intralingual transfer.

Table 9. The Percentage of Students Error

No	Student	Number Of Error	Total Of Question	Percentage
1	Student 1	3	10	30 %
2	Student 2	10	10	100 %
3	Student 3	10	10	100%
4	Student 4	8	10	80 %
5	Student 5	9	10	90 %
6	Student 6	7	10	70%
7	Student 7	7	10	70 %
8	Student 8	10	10	100%
9	Student 9	7	10	70 %
10	Student 10	10	10	100%
11	Student 11	8	10	80 %
12	Student 12	9	10	90 %
13	Student 13	7	10	70 %
14	Student 14	9	10	90 %
15	Student 15	3	10	30 %
16	Student 16	3	10	30 %
17	Student 17	3	10	30 %
18	Student 18	3	10	30 %
19	Student 19	3	10	30 %
	Total	129	10	

From the test result, the minimum error is made by the students number 1,15,16,17,18,19 with 3 errors or 30% and the maximum errors is made by the

students number 2,3,8,10 errors or 100%. After classifying error by using taxonomy strategy, the percentage of error types is found. Here is the percentage of each error types.

Table 10. Error types classification and its percentage

No	Error Classification	Frequency of Error	Percentage of Error
1	Omission	10	7%
2	Double Marking	0	0
3	Simple Adition	0	0
4	Regularization Error	63	43%
5	Over Generalization	49	34%
6	Alternating Form	22	16%
7	Misordering	0	0%
	Total	144	100%

After given the test to the students where each of students represents each of types of error, then the researchers classified the cause of error based on Brown (1998) theory, the percentage of each error causes is found. Here is the table of the percentage of each error causes:

Table 11. The percentage of error causes

Item Number	Error Causes	Frequency of Error Causes	Percentage of Error Causes
1	Interlingual transfer	11	61 %
2	Intralingual transfer	7	39 %
	Total	18	

DISCUSSION

After analyzing the error data based on surface strategy taxonomy and describing the percentage of each error type, the data should be interpreted, here is the interpretation of data:

a. Omission

Errors in Omission which are made by the sixth semester of STAI Hubbulwathan Duri is 10 errors or 7 %

b. Double Marking

There is no error in double marking made by the sixth semester of STAI Hubbulwathan Duri. It represents that students are good in this item.

c. Simple Addition

There is no error in simple addition made by the sixth semester of STAI Hubbulwathan Duri. It represents that students are good in this item.

d. Regularization Error

Errors in regularization error which are made by the sixth semester of STAI Hubbulwathan Duri is 63 errors or 43%.

e. Over-Generalization

Errors in Over-Generalization which are made by the sixth semester of STAI Hubbulwathan Duri is 49 errors or 34%.

f. Alternating Form

Errors in alternating form which are made by the sixth semester of STAI Hubbulwathan Duri is 22 errors or 16%.

g. Misordering

There is no error in misordering which made by the sixth semester of STAI Hubbulwathan Duri. It represents that students are good in this item.

CONCLUSION

Based on the data description discussed above, the sixth semester of STAI Hubbulwathan Duri still made error in using direct and in direct speech in sentences especially in statement. The students' errors are categorized into "Low" because the percentage of analysis ranges below 55%. The data result showed that the most frequent of error made by the students is in regularization which consists of 63 or 43%, after regularization the second position is over generalization with 49 errors or 34%. The third is alternating form which consists of 22 errors or 16%. And then, errors in omission there are 10 errors or 7%. There is no simple

addition error, double marking error and misordering error which is made by the students.

Errors which are made by the sixth semester students of STAI Hubbulwathan Duri mostly are caused by the interlingual transfer consist of 11 or 61%, after that, intralingual transfer consists of 7 or 39%.

SUGGESTION

Based on conclusion above, there are some suggestions given:

1. The students :
 - a. They should understand how to change direct speech into indirect speech especially in changing tenses, pronoun and adverb of time.
 - b. They have to recognize the differences between reported speech in Indonesian language and reported in English.
2. The lecturer
 - a. The lecturer should give clear explanation and more exercise about reported speech to the students especially who have high percentage of error.
 - b. Because the regularization error is the most frequent errors made by the students, it is better if the teacher gives some extra exercise to the students in turning irregular verb forms from simple form into past form and past participle form.

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