

STUDENTS' DIFFICULTIES IN LEARNING REPORTED SPEECH

(A Study at the Third Semester Students of English Department)

THESIS

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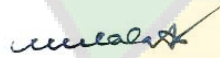
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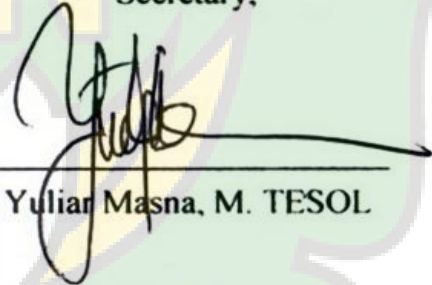
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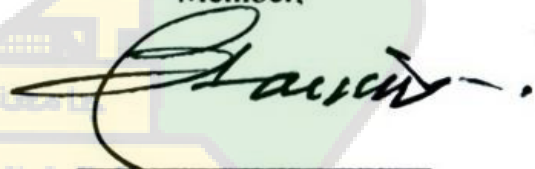
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**Students' Difficulties in Learning Reported Speech (A Study at the
Third Semester Students of English Department)**

adalah benar karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 27 Desember 2019

Saya yang membuat surat pernyataan,



Cut Dhira Miranti

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In the name of Allah, the Beneficent, the Merciful. Praise be to Allah, Lord of the world who has given me the blessing life to live in this world. Please and blessing be upon our prophet Muhammad SAW, his families, his companions, and his followers.

First of all, I would like to dedicate my deepest gratitude and appreciation to my supervisors Dr. Mustafa AR, MA and Fera Busfina Zalha, MA for their valuable guidance, advice, support, kindness, insightful comment, and immense knowledge in completing this thesis. I am extremely grateful to be supervised by them. Also, my great appreciation is addressed to the Head of English Language Education, Dr. T. Zulfikar., M. Ed and all staff, my academic advisor, all the lecturers in English Department, both English and non-English lecturers who guided and helped me during my study in UIN Ar-Raniry.

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Finally, I believed that this thesis is far from flawless because the perfections belong to Allah. This thesis also needs to be criticized in order to be useful especially for Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, 27 Desember 2019

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ABSTRACT

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The aims of this research were to identify and to figure out the causes of students' difficulties in constructing reported speech. This research was designed by using mixed method approaches. In this research, 20 students of third semester of English department students of UIN Ar-Raniry were chosen as the sample by using purposive sampling. The subject of study was students' reported speech tests which are identified by referring to Azar classification and Richard's theory on causes of difficulties. The findings showed that the number of difficulties is 381 of the total where 159 incorrect answers of verb form were found as the most common difficulties. Regarding the causes of difficulties, Richard suggests three causes of difficulties in students' reported speech. The main cause of the difficulty was intralingual in which its number 256 of the total. Furthermore, the findings suggested that the lecturers apply appropriate techniques and strategies in teaching reported speech in order to reduce the possible mistakes.

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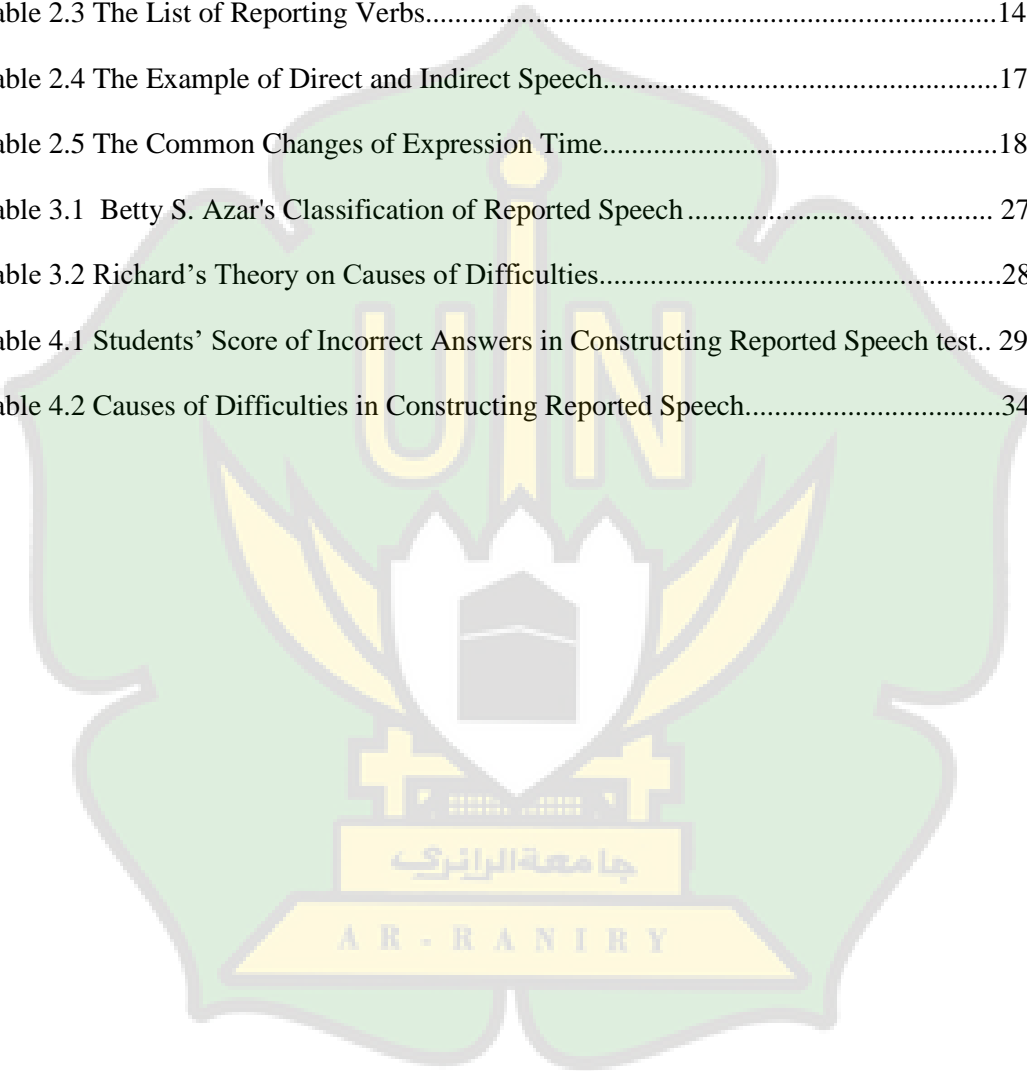
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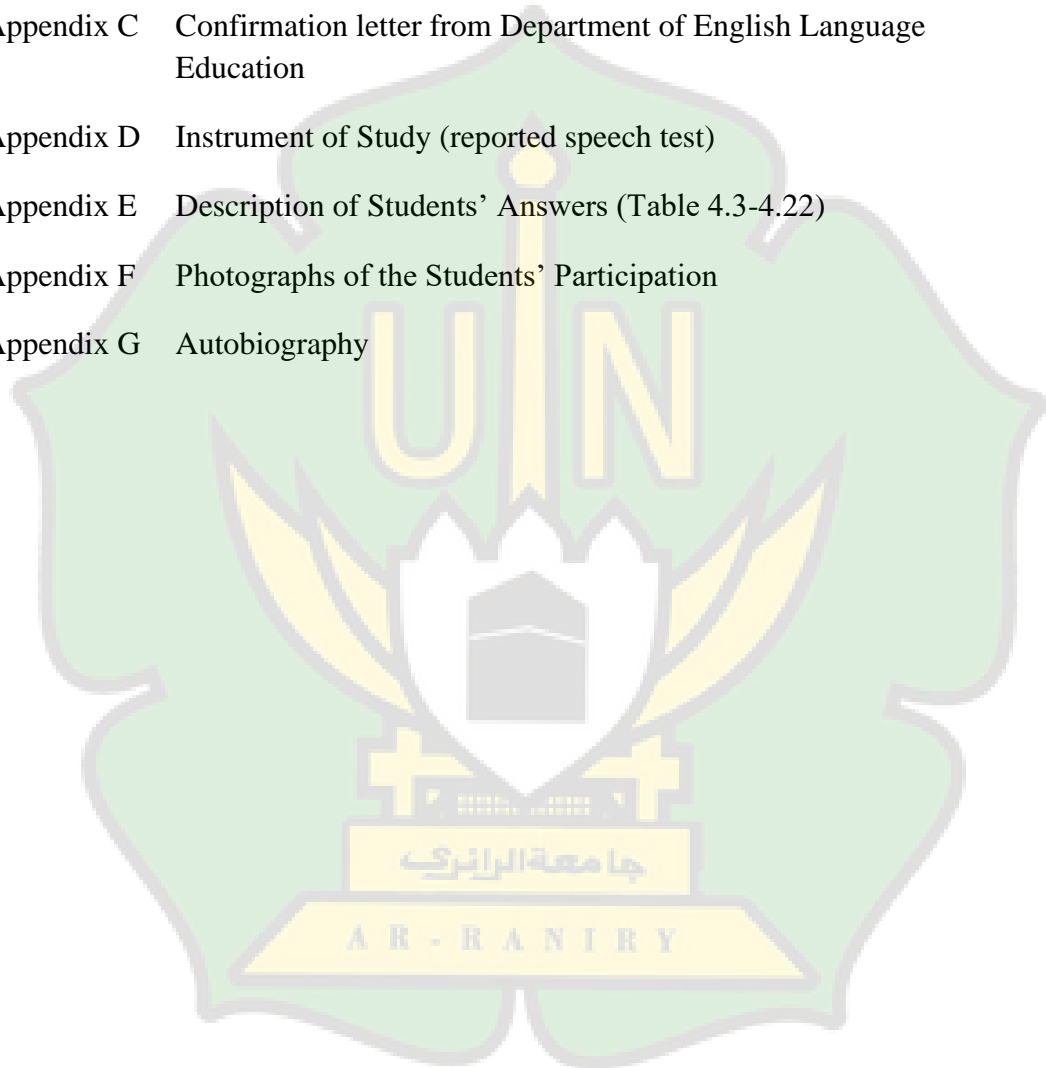
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- Appendix F Photographs of the Students' Participation
- Appendix G Autobiography



CHAPTER I

INTRODUCTION

A. Background of Study

Language has been an essential matter for human to interact with each other. Language is an important communication tool that people can use to express and share their feelings, thinkings, ideas and get in contact with others easily. According to Wardhaugh (1986, p.101) cited in Chaer (2003) language is used as a communication tool to exchange information by spoken and written. One of the languages widely used as a means of communication in the world is English. English has been taught in many countries including Indonesia. Thus, English language is important to learn, especially for learners. Moreover, the English language will enable the learners to communicate easily with the other people.

In learning English, students learn language skills and language components. Grammar is one of English language components that must be learned and understood by students. It is very basic knowledge and an important tool for students to master English. It is a science that teaches students how to speak, read, and write English correctly. Besides, by learning grammar, the students will know about the system of the language which enables them to combine words into meaningful sentences. Grammar is the patterns to arrange the words become sentences correctly. It not only affects how the words are combined in order to make correct sentences but also their meaning (Ur, 1996).

One of many grammatical categories which is important to be learned by students is reported speech. It needs to be learned because it is one of three ways for students to report or share their statements or thoughts with other people especially when they communicate with each other. Generally, in grammar and rhetoric books, there are three ways for speakers and writers to connect statements or thoughts with other people: direct quotes, indirect reported speech, and paraphrases (Murcia and Freeman, 1999).

Reported speech is commonly used to report what other people have said or thought without reporting the exact word. With reported speech, one wishes to report the content of the original source without necessarily repeating sentences exactly as they were originally uttered. There are two main ways to report people's words, thoughts, and beliefs, which are direct and reported speech.

Reported speech is found in newspaper reports, fiction, talking or writing in conversation, reports, articles or speeches people have heard or read. By learning reported speech, students will be able to quote somebody's words or thoughts, whether in direct or reported speech and also the students will learn and understand the way to report speeches such as statements, questions, and commands. In addition, the students should learn reported speech because it is one of the linguistic features that are used by students when they try to write the text of the news item or report text.

Learning reported speech is not easy for many Indonesian students. Indonesian language does not have similar grammar to that of English. Both languages have many different aspects of grammatical forms. Definitely, by this

differentiation, there are many difficulties that are being faced by students when they learn reported speech. For example, in English, when students want to report someone's words from direct to indirect forms, students must make changes to grammar to reproduce the words. Otherwise, when students want to report someone's words, thoughts, and ideas in Indonesian, grammatical changes will not occur or they do not need to change the tenses like in English. So, both languages have little difference in the process of changing sentences.

Several studies have been conducted to investigate students' difficulties in reported speech. Regmi (2009) investigated the main reason of difficulty in the reported speech is related to the change of the tense in the reported speech in English. It is because students come from a variety of different backgrounds. In Nepali, while reporting questions the word order does not need to be changed to that of a statement, namely subject-verb. However, in English, while reporting questions, the word order requires to be changed to that of a statement, namely subject-verb, and the auxiliary verb *do* is dropped. Moreover, they normally do not use the reported speech outside the classroom. Undoubtedly, they require a clear and effective context to present a reported speech in a variety of situations, rather than in a single context.

Another study was conducted by Riyawi and Alawiyah (2017). It was found that most of the students get difficult in using direct and indirect speech of statements. They get difficult to change tenses, pronouns, and adverbs of time from direct into indirect speech. In addition, the students do not understand the

differences between reported speech in Indonesian language and reported in English.

In this research, the researcher presents an analysis of student difficulties in learning reported speech. This research has a similarity with the students outlined above. In addition, this research not only focuses on identifying the difficulties but also finding the causes of the difficulties which conducted by the students.

B. Research Questions

In order to facilitate this research, the researcher formulates the following research questions:

1. What are the difficulties faced by students in learning reported speech?
2. What are the causes of students' difficulties in learning reported speech?

C. The Objectives of Study

Based on the problems above, thus the objectives of this research are:

1. To identify the difficulties in learning reported speech.
2. To figure out the causes of students' difficulties in learning reported speech.

D. Significance of Study

The finding of this research is expected to provide contribution of knowledge to students who still find the problem and are confused when learning a reported speech, so they can overcome their difficulties in their learning activity. Then, for the teacher of English language, it is also expected to be useful

information, so they will know how far the students comprehend the reported speech, the difficulties which are faced by students when they learn this subject matter, and the causes of those difficulties. Besides, the result of this research will direct the English teacher to make some evaluation and revision in their teaching-learning activities.

It is also expected that both teachers and students will have a good collaboration to overcome all problems that happen especially in learning reported speech. Next, for further researchers, it can be a reference in conducting a similar study in the future. Finally, for the researcher and other readers who are concerned with this paper, it is as one of the resources which can enhance their perception and knowledge in learning reported speech.

E. Research Terminology

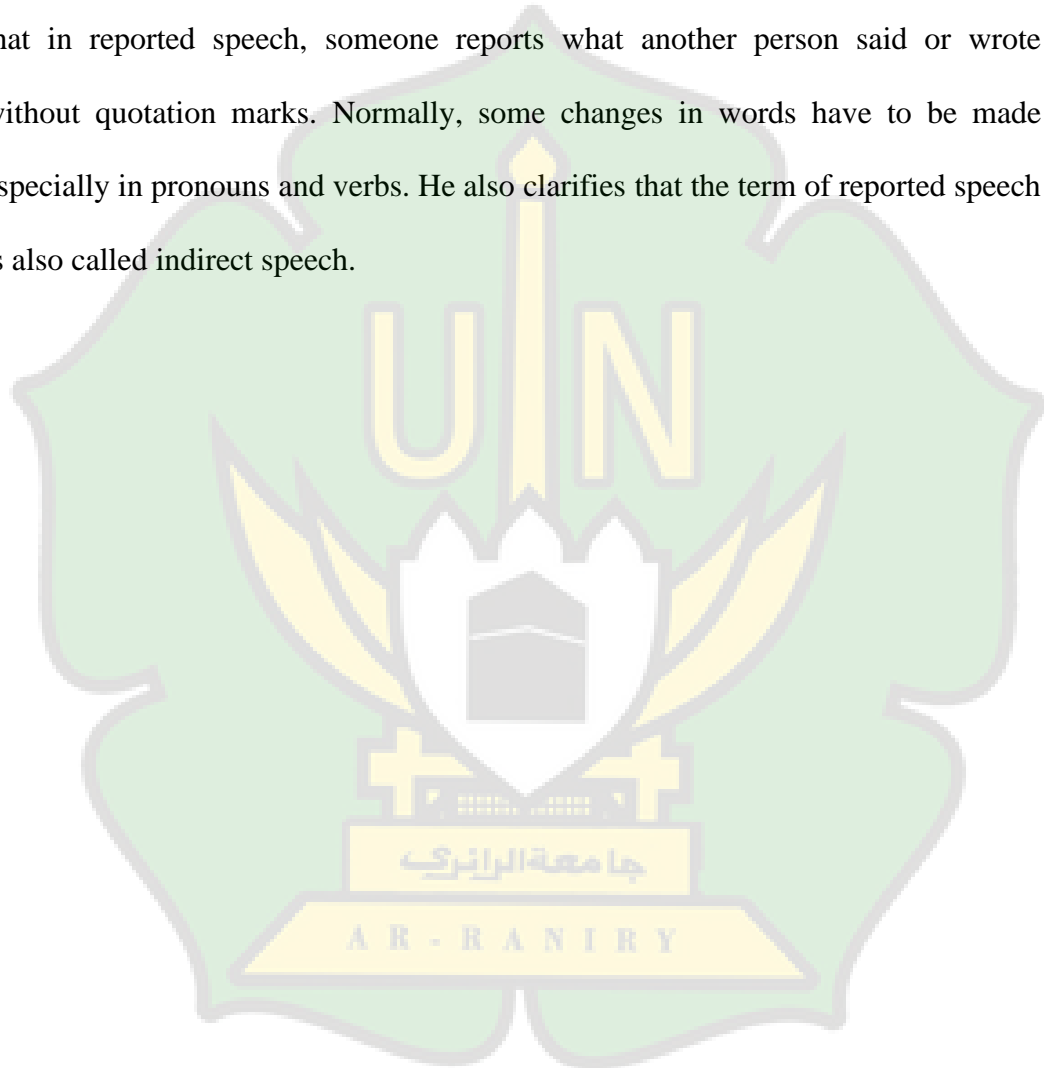
In order to avoid misunderstanding of the concept used in this research, some definitions are provided as the following:

1. Learning Difficulty

Learning difficulty happens when students cannot study as usual. It is a problem that cannot be seen physically. Learning difficulty is not always caused by a low intelligence factor but it is also caused by another factor outside intelligence. Therefore, high intelligence does not always guarantee successful learning. In other words, learning difficulty is a condition of learning process that is caused by a certain obstacle in learning achievement (Dalyono, 2004).

2. *Reported Speech*

Reported speech refers to reproducing the idea of another person's words. Azar (2006) states that reported speech refers to using a noun clause to report what someone has said. Hogue (2003) supports the previous statement by saying that in reported speech, someone reports what another person said or wrote without quotation marks. Normally, some changes in words have to be made especially in pronouns and verbs. He also clarifies that the term of reported speech is also called indirect speech.



CHAPTER II

LITERATURE REVIEW

This chapter explains the theory and literature related to this study. It presents the definition of reported speech, direct and reported speech, difficulties in learning reported speech and previous studies.

A. Reported Speech

Reported speech refers to reproducing the idea of another person's words. Azar (2006) states that reported speech refers to using a noun clause to report what someone has said. Hogue (2003) supports the previous statement by saying that in reported speech, someone reports what another person said or wrote without quotation marks. Normally, some changes in words have to be made especially in pronouns and verbs. He also clarifies that the term of reported speech is also called indirect speech.

Similarly, Krestel, Bergler, and Witte (2007) state that the function of reported speech is to convey information in two steps: from a source to a reporter, and from the reporter to a reader. The reporter can use the mechanism of reported speech not only to reproduce the content of the utterance but also to reproduce and clarify the whole speech act. They also argue that reported speech in the form of direct and indirect reported speech is an important indicator or evidentially in traditional newspaper texts, but also increasingly in the new media that rely heavily on citation and quotation of previous postings, as for instance in blogs or newsgroups.

Reported speech is not concerned with the words that someone has chosen, but with the essential information they conveyed. It is often used far fewer words to report this than were originally spoken. Reported speech is found in newspaper reports, fiction, talking or writing about conversation, reports, articles or speeches that have been heard or read (Parrot, 2000). In reported speech, the tenses, word-order, pronouns, and other words may be different from those in the original sentence (Swan, 1995).

There are some categories of English reported speech. Each category has rules for conveying the proper context and meaning of the utterance, which are:

1. Basic Formula of Reported Speech

In order to express the reported speech sentences, specific rules or formulas are needed. The aim is to provide the speaker with the knowledge of using the reported speech correctly. The formula also informs the speaker whether they are using verb and tense, change the point of view, or there might be an *if* or *that* contains within the sentences. The example below illustrates the reported speech rules. It is taken from *Passive Voice and Reported Speech* which is written by Sulistyono (2013, p.79). The formula of this matter is as follows:

Subject noun or pronoun	Reporting verb	Conjunction	Reported speech clause
She	said	that	she wanted a cookie.

Based on the table above, the researcher concludes that the main form of reported speech is a sentence must contain complete complement used by other speakers in repeating words from other speakers.

The formula might be changed depends on how the speakers use reported speech sentences. When someone reports another person's words in reported speech, he/she often has to change the tenses and pronouns used in direct speech (Parmar, 2014).

Here is a list of characteristic changes in tense forms as mentioned by Maclin (2001, p.295).

Table.2.1 *The Characteristics Changes in Tense*

Direct Question	Indirect/Reported Question
Simple Present 'What is the matter?'	Simple Past She asked me <i>what the matter</i> was.
Simple Past 'How did you make this salad?'	Past Perfect I wondered <i>how she had made that salad</i> .
Present Perfect 'Have you bought a new outfit for it?'	Past Perfect She wondered <i>whether I had bought</i> a new outfit for it.
Present Progressive 'Where are you going?'	Past Progressive I wanted to know <i>where she was going</i> .
Future 'Will you be in Paris on Monday?'	Conditional He asked me <i>if I would be in Paris on Monday</i> .

Here is some common change in pronouns and possessive adjectives as mentioned by Maclin (2001, p.296).

Table.2.2 *The Changes of Pronoun and Possessive Adjectives*

Direct Question	Indirect/Reported Question
I	He/ She
Me	Him / Her
My	His / Her
We	They

Then, pronoun and possessive adjectives, of the 1st and 2nd persons, are all turned into the 3rd persons in the reported form, as follow (Maclin, 2001):

- a. *I, you*, (singular) *my, your* turn into *he, she, his, her, their*.
- b. *We, you* (plural), *our, your* turn into *they, their*.

In addition, when one reports the question, the word order is generally the same as that of statements. Reported questions do not have the same word order (auxiliary verb before subject) as direct questions often have. *Do* and *question marks* are not used (Parmar, 2014).

Example: 'Do you have the time, please?'
Someone asked me if I *had the time*

Other rules to interpret reported speech as follows:

a. *Statement*

According to Sinclair (1990) in order to construct reported speech in the form of statements, the word "*that*" must be entered after the introductory sentence. He also clarifies if the reporting verb is past tense, the tense, pronouns,

and adverbs in the reported clause must be changed, but if the reporting verb of the introductory sentence is present tense, the tense of the reported clause does not need to be changed but pronouns must be adjusted (Sinclair, 1990).

The introductory sentences in the indirect statement are:

He said
 He said to me that + reported words
 He told me

For example:

DS : Dina and Dudy said to Rita, “We study English here.”
 RS : Dina and Dudy said to Rita that they studied English there.

The verb of “said” in Dina and Dudy said to Rita above indicates that the reporting verb belongs to *simple past tense*. Thus the subject pronoun of “we” should be changed into “they” which represents the subject of “Dina and Dudy” and the present tense of the reported clause “We study English” should be changed into past tense that resembles in “We studied English”. Besides, the word “that” should be inserted after the reporting clause and the adverb of “here” is also must be changed into “there”.

b. *Reported Question*

Reported question is used when people want to relate a question that someone has asked. Maclin (2001) states that there are some rules that must be followed in constructing questions of reported speech, which are:

- The reporting verb uses words such as, “ask”, “wonder”, and “want to know”.

- The tense must be back shifted
- The pronoun must be adjusted
- The adverb must be altered
- The question words (when, where, why, how, how many, etc) which come from the reported clause still must be used to construct the reported speech.

On the contrary, if direct questions do not use question words, and only questions in the form of "yes/no question", someone uses the words *if* and *whether* as a link between the introductory sentence and the question being reported. He/she uses an 'if'-clause beginning with the conjunction 'if', or a 'whether'-clause beginning with the conjunction 'whether'. The word 'if' uses when the speaker has suggested one possibility that may be true. Meanwhile, 'whether' uses when the speaker has suggested one possibility but has left open the question of other possibilities.

Sinclair (1990) mentions that below are the form of grammar for reported question:

- 1) Normal word order is used in reported questions, that is, the subject comes before the verb, and it is not necessary to use 'do' or 'did': Example: "Where does Peter live?"

She asked him *where Peter lived*.

- 2) Yes / no questions: This type of question is reported by using ask + if/whether + clause:

Example: "Do you speak English?"

He asked me *if I spoke English*.

"Are you British or American?"

He asked me *whether I was British or American.*

- 3) Question words: This type of question is reported by using *ask* +question word + clause. The clause contains the question, in normal word order and with the necessary tense change.

Example: "What is your name?" he asked me.

He asked me *what my name was.*

"How old is your mother?" he asked.

He asked *how old her mother was.*

2. Common Vocabulary indicating reported speech

To indicate reported speech, there are normally specific verbs that are used in reported speech. Sinclair (1990, p.315) in his book *Collins Cobuild Grammar*, mentions the list of reporting verbs that can be used to report what people say.

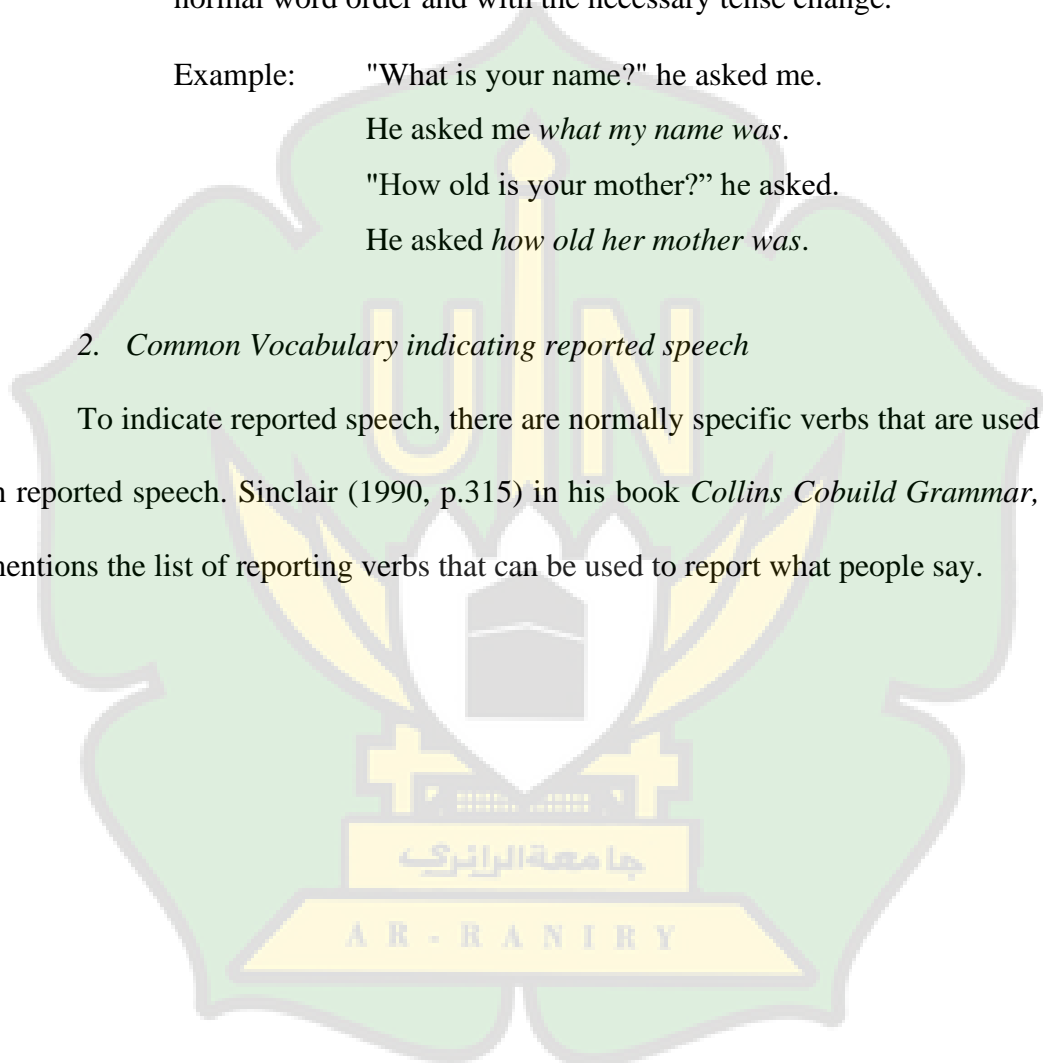


Table 2.3 *The List of Reporting Verbs*

Acknowledge	Concede	Inform	Proclaim	Request
Add	Confess	Inquire	Promise	Say
Admit	Confirm	Insists	Propose	Scream
Advise	Continue	Instruct	Propose	Shout
Agree	Convince	Invite	Reassure	Shriek
Announce	Cry	Maintain	Reassure	State
Answer	Declare	Mention	Recall	Stipulate
Argue	Decree	Mumble	Recall	Storm
Ask	Demand	Murmur	Recite	Suggest
Assert	Deny	Muse	Recommend	Swear
Assure	Describe	Mutter	Record	Teach
Beg	Direct	Note	Refuse	Tell
Begin	Discuss	Notify	Remark	Threaten
Boast	Dispute	Object	Remind	Urge
Call	Enquire	observe	Repeat	Vow
Complain	Explain	Order	Reply	Warn
	Imply	Predict	Report	Yell

(Adapted from Sinclair , 1990)

Based on the list above, the most neutral and most common verbs used to report statements in English are *say and tell*; sometimes choosing between these verbs often poses a problem to learners, because their meanings are very close.

The main difference is that when using *tell* someone normally say who is spoken to, thus, learners have to use it with a direct personal object. The word *say* does not indicate who is spoken to, or, if he/she does, they must put to before the object. Carmona (2000) provides examples of using verb *say* and *tell* bellow:

say + (that) + clause

- She said (that) she had already eaten.

(The direct speech for this is "I've already eaten".)

Say does not take an indirect object. Instead, he/she uses a phrase with *to*:

E.g: she *said to me*, 'I'm your cousin. We've never met before.'

It is ungrammatical to say *she said me ...*

In addition, the word *tell* requires an object, a person to whom the information is conveyed.

tell + someone + (that) + clause

- I told John (that) I had seen the new film.

(The direct speech for this is "I've seen the new film".)

When the speakers are reporting orders, they can also use another pattern with *tell*:

tell + someone + to + infinitive

- She told the children to go to bed.

Furthermore, Carmona (2000) also says that the speakers can use many other more informative reporting verbs. The speakers can use *ask* to report questions or requests. For the questions they use the pattern:

ask + someone + if / question word + clause

- I asked my boss if I could leave early.
- She asked them where the station was.

For requests use the pattern:

ask + someone + to + infinitive

- I asked Lucy to pass me the salt.

B. Reported Speech and Direct Speech

There are two ways in reporting what people said or thought on a previous occasion, either to give the exact words that were said or imagine that was thought. The exact words is called “direct speech”. According to Parrot (2000) direct speech conveys exactly what someone has said, often to dramatize and to create sense immediacy. It is found in newspaper reports, fiction, and oral narratives.

Example:

So he said, ‘I want to go home,’ and just walked out.

Did she say, ‘What do you want?’

In direct speech sentences, quotation marks are used to quotes the sentences. According to Swan (1995) there are two kinds of quotation marks, which are single quotation marks (‘...’) and are more common in British English and double quotation marks (“...”) in American English. In direct speech, usually the words quoted are introduced by one of the words *say* or *think* and put it before the quotation. In writing, quotation marks (‘...’ or “...”) are used. In literary writing, a large number of other verbs are used (to add variety and to give additional information); for example, ask, exclaim, suggest, reply, cry, reflect, suppose, grunt, snarl, hiss, and whisper.

The following table below defines the differences between direct and reported speech as mentioned by Azar (2006).

Table 2.4 *The Example of Direct and Indirect Speech*

Direct Speech	Reported Speech
He said, 'I am going home.'	He said (that) he was going home.
'Is it raining?'	He asked if it was raining.
He said 'I love you.'	He said he loved me.

From some examples above it can be seen that, when transforms direct speech into indirect speech, some changes are needed.

For example in the first statement:

Direct Speech: he said, "I am going home."

Indirect Speech: he said that *he was going home*.

The tenses above reveal that direct speech is present continuous tense. Thus, when it is transformed into indirect speech, the tense of indirect speech becomes past continuous tense (Muhidin, 2015).

In addition, direct and reported speech is also affected by changing of expression time. It is as Maclin (2001, p.297) adds in his book *A Handbook of English as a Second Language* that the following table is some common changes in expression of time in reported speech:

Table.2.5 *The Common Changes of Expression Time*

Direct Speech	Reported Speech
Today	That day
Yesterday	The day before
The day before yesterday	Two days before
Tomorrow	The next day / the following days
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

However, if the speech is made and reported on the same day these time changes are not necessary (Mai, 2017). It can be seen in the example below.

Example:

At breakfast this morning he said, 'I'll be very busy today'

At breakfast this morning he said that he would be very busy today.

Based on the examples above, the researcher concludes that the utterance of reported speech happens at once at the same time which is in the morning on the same day.

C. Students' Difficulties in Learning Reported Speech

1. Learning Difficulty

Learning is an activity to receive the knowledge that related to behavior and thinking skills which come through experience. Harmer (1998) defines learning as the process of accepting knowledge. Learning is a change in organism

due to experience which can affect the organism's behavior. Santrock (2004) defines learning as any relatively permanent change in an organism's behavioral that occurs as a result of experience.

The learning activity is not always going properly for students; sometimes it does well and sometimes it does not do well. Once, they understand the material they learn easily and the other time they are hard to understand it. Learning difficulty happens when students cannot study as usual. It is a problem that cannot be seen physically. Learning difficulty is not always caused by a low intelligence factor but it is also caused by another factor outside intelligence. Therefore, high intelligence does not always guarantee successful learning (Dalyono, 2004). In other words, it can be concluded that learning difficulty is a condition of the learning process that is caused by a certain obstacle in learning achievement.

2. *Causes of Difficulties*

According to Suryabrata (1997) the factors that cause learning difficulties are divided into two categories, which are student internal factor and student external factors.

a. Student Internal Factor

Suryabrata (1997, p.233) proposed that the internal factor includes of disruption or lack of students:

- 1) Cognitive, such as the intellectual low capacity of student's intelligence.
- 2) Affective, such as the unstable emotional of behavior students.
- 3) Psychomotor, such as the students have a disruption in a sense. Ex. Sightless and deaf.

b. Student External Factor

Suryabrata (1997, p.234) proposed that the external factor includes all situations and conditions in students' environment which is not advocated their learning activity. Those factors are divided into three categories, as follows:

- 1) Family Environment, such as the inharmonious relationship between father and mother, and low economics.
- 2) Social Environment, such as the students live in a slum area and they have a naughty friend.
- 3) School Environment, such as the location of the school is close to the market, the school building is not good, and lack of learning facilities.

In other words, Richards (1970) cited in Erdogan (2005, p.263) also mentions the causes of difficulties in three categories. *Interference* points the outcome of using the first language (L1) element while speaking or writing the target language. For instance, students use the elements of first language while speaking or writing in English. Commonly, the interference occurs because the first language and target language have different linguistic systems, for example, an Indonesian learner who is just studying English says “*She walk to campus every morning*” instead of “*She walks to campus every morning*” or when the learner says **Where she walk?* instead of *Where does she walk?* It is because in the Indonesian grammatical structure, there is no auxiliary verb “do” or “does” as in English.

Intralingual verifies the general characteristics of learning rules in second language acquisition. Its origin is found within the structure of English itself and

through reference to the strategy by which a second language is acquired and taught. Furthermore, Richard (1970) cited in Ellis (1997, p.59) classifies the intralingual transfer into some subdivisions, they are as follows: *overgeneralization* that is students construct a deviant structure on the basis of other structures in the target language such as “*He is comes here*” where English allows “*He comes here*” it is because the singularity of the third person requires “is” in present continuous and “-s” at the end of a verb in simple present tense. Then, *Ignorance of rule restrictions* refers to students who employ rules to context where they are not useable, such as “*She made me to go to the school*” through extension of the pattern “*She asked/wanted me to go to the school*”. *Incomplete application of rules* occurs when students flop to use a fully developed structure, such as “*You like to sing?*” instead of “*Do you like to sing?*”.

Developmental occurs when the learner does not fully comprehend a distinction in the target language. For example, the use of “was” as a marker of past tense in such as “*One day it was happened.*” One another example comes up in the use of synonym words such as *very* and *too*. The students who have limited experience of English claim the same meaning of these two words.

After all, this research uses Richard’s theory consisting of three causes of difficulties classification to figure out the causes students’ difficulties in constructing reported speech.

3. *Difficulties in Constructing Reported Speech*

When someone reports another person’s words in indirect speech, he/she often changes the tenses and pronouns used in the direct speech. In addition,

several changes are usually made in converting direct speech to indirect speech. If the time of reporting is expressed as later than the time of the utterance, there is generally a change of verb forms. The change is termed backshift, and the resulting relationship of verb forms in the reporting and a reported clause is known as the sequence of tense.

There are some difficulties that students may encountered in learning reported speech.

a. Changes of tenses and pronoun

A pronoun is often used when the speaker want to repeat what other speaker has said. It is also affected by the time when the sentences used in spoken communication. A person's report used tenses that relate to the time when he/she is making the report, not to the time when the original words were used (Swan, 1995). In other words, when one turns a direct speech into reported speech, the following changes are necessary: tenses, pronouns, possessive adjective, adverbs of time and place change as in statements (Parmar, 2014). The learner is sometimes confused by the tense and pronoun changes that can occur in reported speech, particularly if their first language does not involve make similar or parallel changes (Parrot, 2000).

In the same way, Riyawi and Alawiyah (2017) found that most of the students get difficult in using the direct and indirect speech of statements. They get difficult to change tenses, pronoun, and adverb of time from direct into indirect speech. In addition, the students do not understand the differences between reported speech in Indonesian language and reported in English.

b. The wrong use of reporting verbs

There are many other verbs that can be used apart from said, told and asked. The choice of reporting verbs depends on the whole meaning of the sentence. The students have to understand the speaker's implication before reporting the speech. For example, the sentence may imply an invitation, an advice, a command, a suggestion, an exclamation, an apology, a warning, an offer or a promise. Thus, the students are often confused and fail to use an appropriate reporting verb for each particular situation and context.

Kuk-Chol and Sun-Yong (2017) investigated that Korean students face a lot of problems and challenges using reported speech and commit a variety of errors. Most of the students violate the back-shifting of the tenses because there are a variety of English tenses with the back-shifting rules for each tense, which makes the students confused and fail in their application. In addition, they do not use the past form correctly, especially in the negative and in regard to auxiliary verbs and often confuse the past simple and past perfect. These problems emerge mainly because of their poor knowledge of the English language and their confusion about various uses, structures and also wrong in using reporting verbs. Eventually, they do incorrect rules when reporting the present verbs into the past simple verbs and even reporting the past-simple verbs into the past participles.

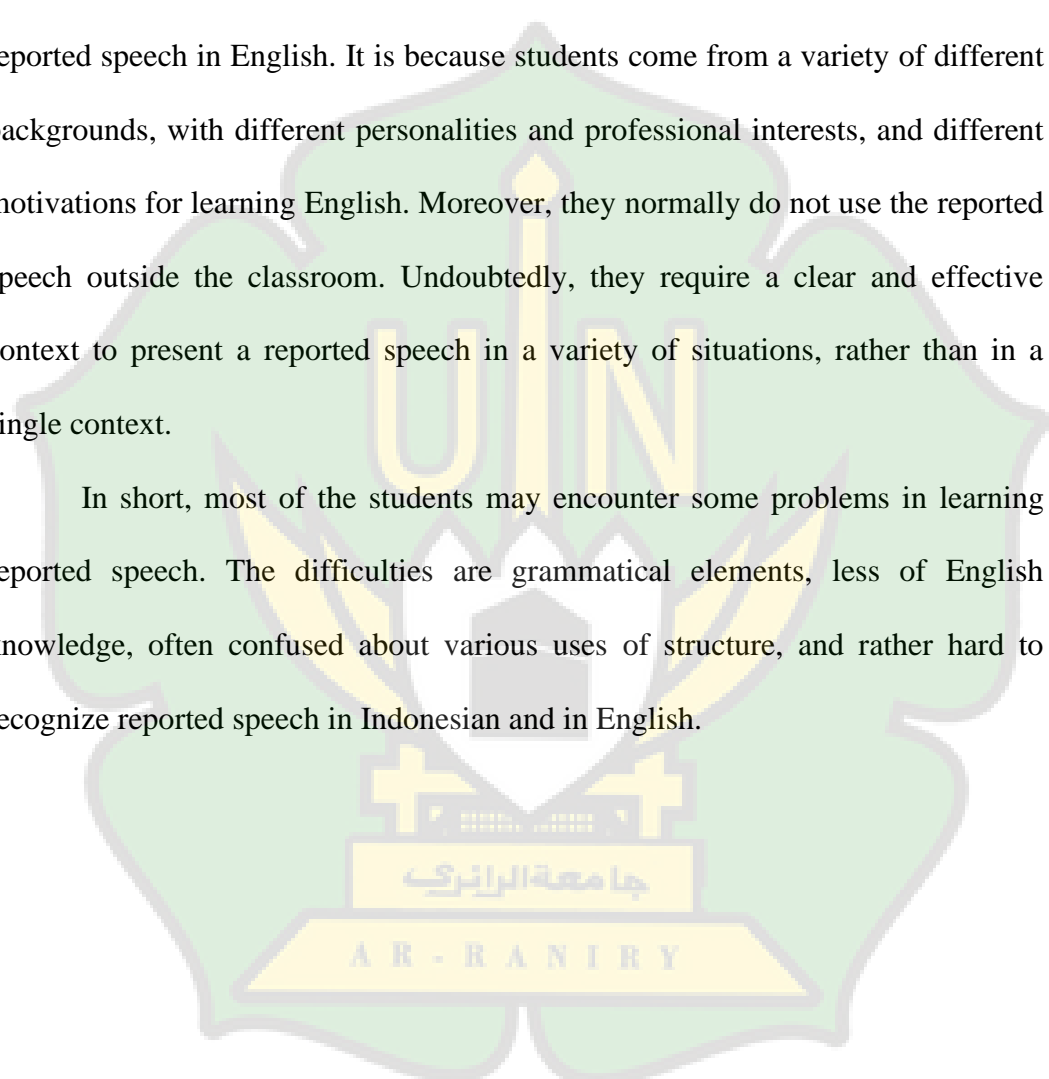
c. Errors in sentence patterns and grammatical element

The learners have committed the highest number of errors in changing the patterns of tenses and the least number of errors in the case of pronouns and possessives. The learners also have problems in the case of reporting verb

especially in the imperative where the reporting verb is changed according to the sense of the reported speech.

Regmi (2009) found that the main reason of difficulty in the reported speech is the grammatical elements. Students difficult to change the tense in the reported speech in English. It is because students come from a variety of different backgrounds, with different personalities and professional interests, and different motivations for learning English. Moreover, they normally do not use the reported speech outside the classroom. Undoubtedly, they require a clear and effective context to present a reported speech in a variety of situations, rather than in a single context.

In short, most of the students may encounter some problems in learning reported speech. The difficulties are grammatical elements, less of English knowledge, often confused about various uses of structure, and rather hard to recognize reported speech in Indonesian and in English.



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides several points regarding the steps of conducting the research that includes research design, research participants, the technique of data collection, and the technique of data analysis.

A. Research Design

This research employed mixed method research. Mixed method research is a method that combines both qualitative and quantitative forms of research. According to Creswell (2014) mixed method is a method to the inquiry involving collecting both qualitative and quantitative data. The combination of these methods provided a more complete understanding of a research problem.

There are four types of mixed method research designs: 1) triangulation, 2) embedded, 3) explanatory and 4) exploratory (Teddlie and Tashakkori, 2009). The design of this research was explanatory sequential mixed methods, in which the researcher first conducted quantitative research, identified the results and then built the results to explain them in more detail with qualitative method (Creswell, 2014).

In this research, the researcher relies on collecting data which consisting largely of words (document) from participants (Creswell, 2012). The research focused to gain the data of students by using a test. The process of obtaining the difficulties in students' was done through coding. Coding the data is by using initial numbers, then the numbers have the description of reported speech criteria. The results of coding are calculated based on the criteria. Additionally, coding is a

method to code a word or phrase directly by using the initial codes (Gass and Mackey, 2005).

B. Research Participants

This study was conducted in UIN Ar-Raniry and the population of this study was the third semester of English Department students. The researcher used two steps to obtain the participants. Firstly, the researcher identified participants through a purposive sampling strategy. Purposive sampling is the selection sample based on characteristics of population that the researcher need for the research (Mackey and Gass, 2005). In this case, one class of the third semester of English education department students was chosen as the subject because they have the criteria that are predefined by the researcher. Secondly, the researcher asked permission to the lecturer of Advanced Grammar to conduct the study in her class.

C. Method of Data Collection

In collecting the data, the researcher used reported speech test as an instrument to obtain the data. It is to figure out students' difficulties in reported speech. According to Brown (2000) a test is a method of measuring a person's ability or knowledge in a given domain. The test given in this research focused on the subject matter that would be studied. The test consists of 12 questions asking the students to change the direct speech into reported speech with suitable tenses and pronouns.

D. The Technique of Data Analysis

In this research, the data was obtained from the test that was given by the researcher to one class or unit of Advanced Grammar class of the third-semester students of English Department. Then, the researcher analyzed the data by identifying and classifying particular parts of data. In analyzing and interpreting qualitative data, the steps that are commonly used such as collecting the data, preparing data for data analysis, reading through the data and coding the data for descriptions in the research report (Creswell, 2012). The researcher used coding to answer research questions about what are the student difficulties faced in learning reported speech. Coding in research methodology is a short word or phrase that describes the meaning of the whole sentence, phrases or paragraphs, which makes the process of interpreting data easier. The researcher interpreted the result descriptively. Before interpreting the result, the researcher would classify the students' difficulties into seven types as suggested by Betty S. Azar as follow (Azar, 2006):

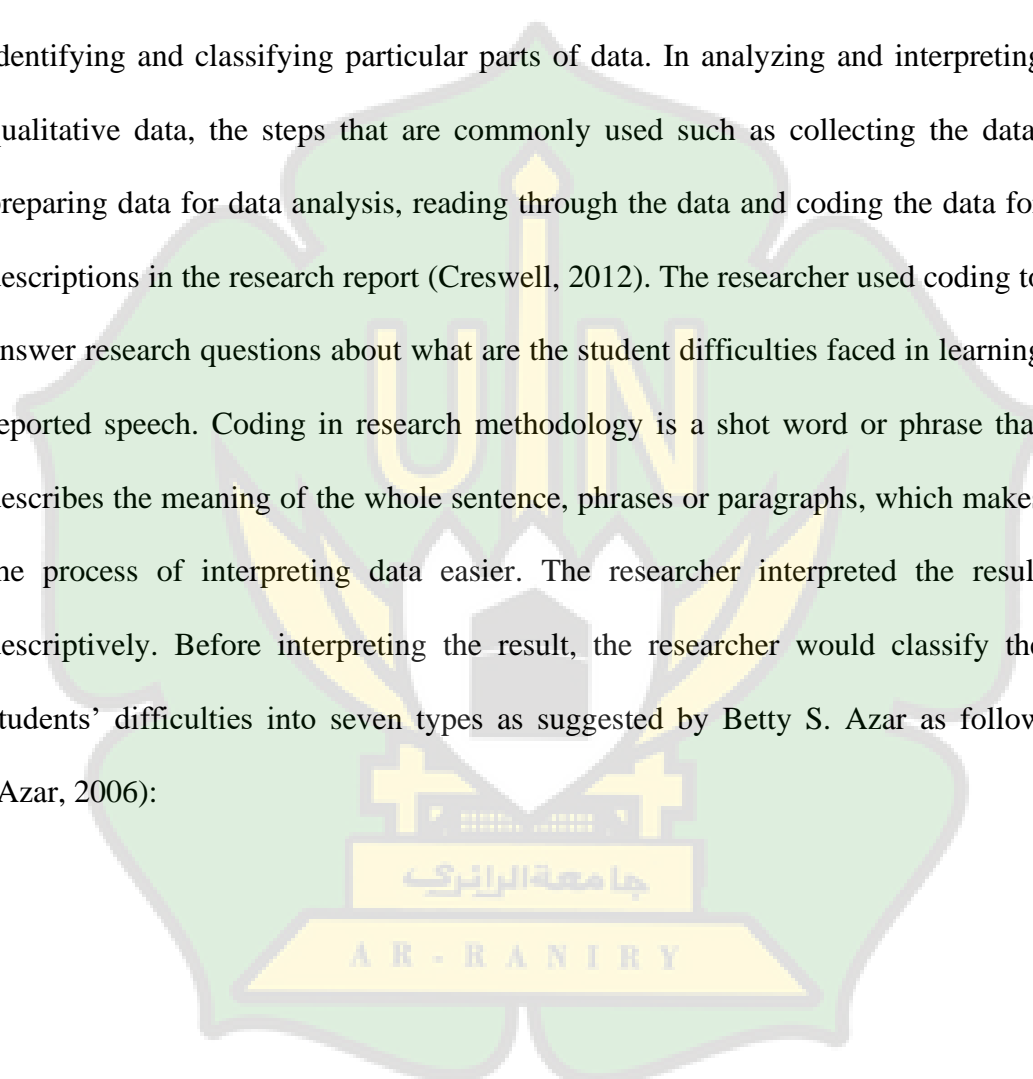


Table.3.1 Betty S. Azar's classification of reported speech

No	Criteria	Direct Speech	Reported Speech
1	Pronoun	Joe said, "I feel good."	Joe said that <i>he</i> felt good.
2	Verb Forms	Joe said, "I <i>feel</i> good."	Joe said that he <i>felt</i> good.
3	Quotation Mark	Joe said, "I feel good."	Joe said that he felt good.
4	Reporting Verb	Sue <i>says</i> , "I'm happy today." Mike <i>tells</i> , "I'm hungry."	Sue <i>said</i> that he was happy that day. Mike <i>told</i> me that he was hungry.
5	Question Word	"What is your name?" he asked me.	He <i>asked me what my name was</i> .
6	Yes/no questions	"Do you speak English?" "Are you British or American?"	He asked me <i>if I spoke English</i> . He asked me <i>whether I was British or American</i> .
7	Adverb	Ann said, "Zhia came to my house yesterday."	Ann said that Zhia had come to her house <i>the day before</i> .

To figure out the causes of difficulties, the researcher uses Richard's theory (1970) as cited in Erdogan (2005, p.263) as he classifies the causes of difficulties into three categories as follow:

Table 3.2. Richard's theory on causes of difficulties

No	Causes of Difficulties	Examples
1	Interference	It happens when learners use the linguistic system of Indonesian while speaking or writing in English such as <i>"She walk to campus every morning"</i> instead of <i>"She walks to campus every morning"</i> .
2	Intralingual	<ol style="list-style-type: none"> <li data-bbox="804 938 1358 1261">1. Learners create deviant structure on the basic of other structures in the target language such as <i>"he is comes here"</i> where English allows <i>"he comes here."</i> <li data-bbox="804 1305 1358 1628">2. Learners apply rules to context when they are not applicable such as <i>"she made me to go the school"</i> through extension of the pattern <i>"he asked/wanted me to go to the school"</i>. <li data-bbox="804 1673 1358 1850">3. Learners fail to use a fully developed structure such as <i>"you like to sing?"</i> in place of <i>"do you like to sing?"</i>
3	Developmental	It happens when students attempt to build

up hypotheses about English language from their limited experience or knowledge such as “*one day it was happened*” to indicated the past event and “*he is speaks English*” to indicate the present event

Finally, the totals of difficulties are calculated and the researcher explains the results descriptively.



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter deals with research findings and discussion. The first part covers the test analysis and difficulties faced by students in constructing reported speech. The findings of the analysis are going to be discussed further as an attempt to answer the research questions which have been proposed in the first chapter.

A. The Analysis of Test

This research identified the difficulties encountered by the students in the reported speech test. Furthermore, the difficulties in this research are derived from their incorrect answers while answering the test given. The first analysis of this research is the classifications of criteria are based on Azar (2006) then the score of test that students made are calculated. The table below described the finding of data that has been analyzed by the researcher from the results of tests that have been given to students:

Table 4.1 Students' Score of Incorrect Answers in Constructing Reported Speech test

No	Student's Names	Pronoun	Verb Forms	Punctuation	Reporting Verb	Question Word	Yes/no Question	Adverb	Total
1.	S	4	4	4	1	0	1	2	16
2.	NNP	3	8	0	3	0	3	7	24
3.	A	2	10	0	2	0	2	7	23
4.	KM	4	8	0	2	1	2	7	4
5.	RJ	1	9	0	2	1	2	6	21
6.	AZS	0	10	1	1	0	0	7	19
7.	DM	2	6	4	0	0	1	1	14
8.	ASJ	2	6	0	1	0	0	4	13
9.	NFZ	0	6	1	2	0	3	4	16
10.	IG	1	12	0	1	0	0	7	21
11.	SH	1	4	5	1	0	1	7	19
12.	SMJ	3	4	0	3	0	1	3	14
13.	M	2	7	0	2	0	2	6	19
14.	SF	2	11	0	1	0	0	6	20
15.	DF	3	8	0	1	0	0	6	18
16.	CM	2	8	0	1	0	2	6	19
17.	FS	3	8	1	2	0	0	6	20
18.	RM	1	9	1	1	0	3	5	20
19.	TNN	0	12	0	1	0	0	6	19
20.	WW	2	9	3	0	0	2	6	22
Total		38	159	20	28	2	25	109	381

After collecting and making some calculations of the data, the difficulties in constructing reported speech by students are explained descriptively based on criteria which range from the highest number to the lowest number as follows:

First, *verb form* is the highest number of criteria of difficulties. There were 159 incorrect answers that students made on verb forms. The example is “*Tim said to his father that he’ll clean the car tomorrow*” (see appendix 4.8). The revision of the sentence is “*Tim said to his father that he would clean the car the following day.*” The students used the general form in constructing this kind of statement. Instead, they must change the tenses. The other examples to this category is “*Jim said that he is sleepy*” (see appendix 4.10), the correct is “*Jim said that he was sleepy.*” The other examples of verb form is “*John asked me why I had been here*” (see appendix 4.2) The correct verb form of this sentence is “*John asked me why I was there.*” In this case, the student mostly used the incorrect verb while changing direct speech into reported speech.

The following criteria of difficulties is an *adverb*. The students were mostly incorrect in changing the adverb of time to reported speech. The total number of this criteria is 109 incorrect answers. For the example is “*...Emily had come to her house yesterday*” (see appendix 4.13). The sentence should be revised as “*...Emily had come to her house the day before.*” The reason that students have a lot of incorrect answers in this criteria is that they equate adverbs in direct and reported speech and they just focus on the verb. Then “*...that they had married last year*” (see appendix 4.6) is one of the other examples, meanwhile, the correct sentence is “*...that they had married the previous year.*”

Then, the students made 38 incorrect answers in pronoun. The students did the wrong answers in this criteria of difficulties such as “*Emma and Doris said that could use your camera*” (see appendix 4.14) The correction of this sentence is “*Emma and Doris asked me that if they could use my camera*”. This example indicated that students put the same pronoun which should be replaced by a third person in reported speech. The other example is “*She asked her husband if him would be home soon*” (see appendix 4.19), the correct one is “*She asked her husband if he would be home soon*”.

Moreover, there were 28 mistakes that students made in reporting verbs. The students made mistakes in this criteria such as “*Ann said that she can’t to...*” (see appendix 4.15). This difficulty happened because the students confused to change the reporting verb into a simple past. Whereas at the simple present, the reporting verb does not change. The correction of this sentence is “*Ann says that she can’t to.....*”. Then, the students added the inappropriate word after reporting verb, it can be exemplified by “*Adam told to his wife that next winter....*” (see appendix 4.4), while it was supposed to write “*Adam told his wife that next winter...*”. It is because after the word told required an object, a person to whom the information is conveyed.

The next is the criteria that is called yes/no question. The number of the yes/no question is 25 out of the total number. The students did incorrect answers in this criteria such as “*She asked her husband that he will be home soon*” (See appendix 4.8). Most of the students incorrect in using conjunction in yes/no question. The correction of this sentence is “*She asked her husband if he would be*

home soon.” Then, the other example is “He asked me that is brother in the garden” (See appendix 4.20). The sentence was supposed to write “He asked me if his brother was in the garden.” Moreover, they also omitted the conjunction in yes/ no question such as *I asked is my brother in the garden* (See appendix 4.6). The correction of this sentence is “*He asked whether his brother was in the garden.*”

Punctuation is the second lowest of criteria difficulties in students’ reported speech. The total number of punctuation is 20. Most of the students still put question marks while changing direct questions to reported speech. For example is “Mrs. Jones asked the boys how could he finish on time?” (See appendix 4.3), while the correct is “Mrs. Jones asked the boys how could they finish on time.” The other example of this criteria of difficulty is *Jim said, “he was sleepy”* (See appendix 4.22). In this case, students still put the quotation marks while changing to reported speech. The revision of the sentence is *Jim said that he was sleepy.*”

The lowest number of criteria difficulties is a question word. The findings of this criteria are 2 of the total. The students did incorrect answers in this criteria such as “Mrs. Jones asked the boys to finish on time” (See appendix 4.6), while the correct is Mrs.Jones asked the boys how they could to finish on time.” In this case, the student forgot to put conjunction in question word.

B. The Analysis of Causes of Difficulties

The researcher analyzed the causes of difficulties after identifying and analyzing the criteria of difficulties. This research analyzed the data used by

Richard's theory (1970) cited in Erdogan (2005, p.263) to categorize the causes of difficulties into three classifications, interference, intralingual and developmental.

The findings of the analysis are shown in the following table.

Table 4.2 Causes of Difficulties in Constructing Reported Speech test

N o	Students' Names	Interference	Intralingual	Developmental	Total
1.	S	0	10	2	16
2	NNP	1	19	5	24
3	A	0	17	6	23
4	KM	1	16	7	24
5.	RJ	1	14	6	21
6.	AZS	1	10	8	19
7.	DM	1	8	5	14
8.	ASJ	1	8	4	13
9.	NFZ	0	13	3	16
10.	IG	0	14	7	21
11.	SH	0	7	12	19
12.	SMJ	0	11	3	14
13.	M	0	13	6	19
14.	SF	0	14	6	20
15.	DF	0	13	5	18
16.	CM	0	13	6	19
17.	FS	0	13	7	20
18.	RM	0	14	6	20
19	TNN	0	13	6	19
20.	WW	0	13	9	22
Total		6	256	119	381

Based on the findings of this research the researcher found that intralingual is the highest number of causes of difficulties that students made in constructing reported speech. The number of this case is 256 of the total. Most of the intralingual causes are found in the verb forms. This cause refers to the general characteristic of learning rules in second language acquisition. The examples of these cases are as follow:

- a. *“She asked her husband would he be home soon”* (See appendix table 4.6). The student omitted the conjunction of “if” demonstrating as the yes/no question and they also did incorrect in sentence patterns. Whereas the general pattern is “ask+if/wether+clause”. The correction of this statement is *“She asked her husband if he would be home soon”*.
- b. *“Adam said to his wife that next winter he will go to travel to Paris”* (See appendix 4.5). The word “will” must to be “was going” indicating as the past continuous. The statement is supposed to be revised as *“Adam said to his wife that next winter he was going go to travel to Paris”*.
- c. *“Jim said that he is sleepy”* (See appendix table 4.10). The student used *is* which is not parallel to the past tense. If the main clause in direct speech is simple past, the sentence clause in reported speech needs to be changed. It has to be revised as *“Jim said that he was sleepy”*.

The second cause of difficulties is developmental. It denotes the students’ hypotheses about English language from their limited experience of the classroom or textbook. Based on the findings, the researcher found that are 119 causes of the 381. Several examples of these causes are explained below.

- a. “They said that they were married last year” (See appendix table 4.16).

When the direct speech changed to reported speech, the tenses need to be changed and also an adverb. In this case, *were* is indicating the past tense then the main clause of the statement needs to return to the past perfect. So the revision of the statement is “They said that they had married the previous year”.

- b. “She said that is her brother in the garden” (See appendix 4.5). The student used the incorrect reporting verb and also a conjunction. The answer that students made have the same meaning but in context yes/no question it is not appropriate. However, the correct sentences are supposed to be like this “She asked me if her brother was in the garden”.

The lowest number of causes of difficulties in constructing reported speech made by the students is interference. Based on the findings, it can be seen the number of difficulties is 6 out of the total. The interference refers to the result of using the elements of first language in speaking or writing the second language. The example is “Adam told to her wife next winter he was going to travel to Paris” (See appendix 4.4). The student added the “*to*” connector after reporting clause “Adam told to her wife”, whereas it supposed to be corrected as “*Adam told her wife the following winter he was going to travel to Paris.*”

C. Discussion

After presenting the criteria of difficulties and causes in constructing reported speech, the researcher intends to discuss the findings and how this answers the research questions proposed in the first chapter. There are two

research questions that are concerned with the difficulties and causes of incorrect answers that made by students in reported speech tests.

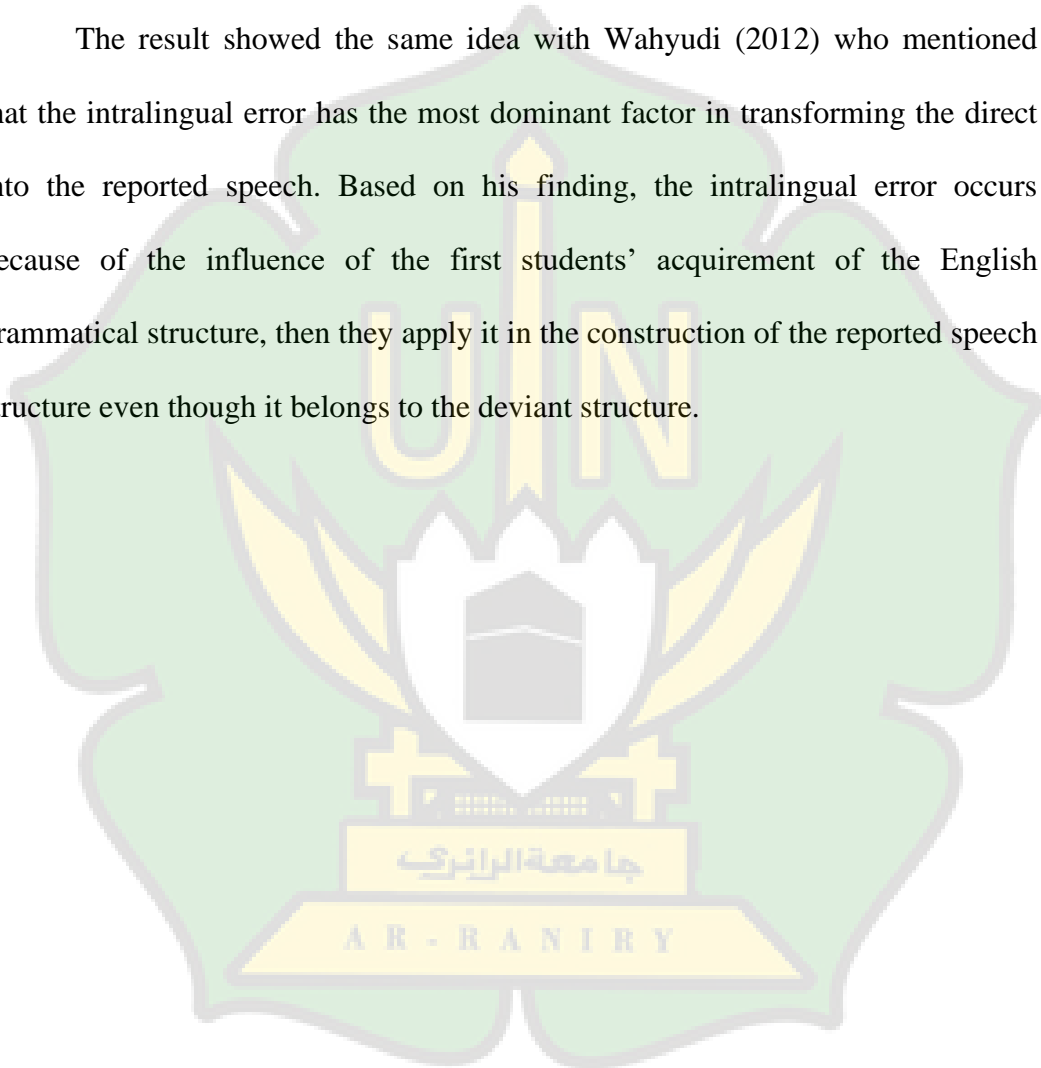
The first research question is about identifying the difficulties in learning reported speech. The findings of the analysis suggested that the criteria proposed by Azar (2006) were found in students' answers in reported speech tests. The seven criteria are a pronoun, verb forms, punctuation, reporting verbs, question word, yes/no question, and adverb. The highest difficulty of those criteria in answering reported speech tests made by the students is verb forms. The students mostly used the incorrect verb while changing direct speech into reported speech. For instance, when students changed *John asked, "Why are you here?"* the indirect speech became *John asked me why I had been here*, it should be revised as *John asked me why I was there*.

The result was similar to Regmi (2009) found that students' difficulties in reported speech is the grammatical elements. Students difficult to change the tense in reported speech. Parrot (2000) confirmed that the learner is sometimes confused by the tense and pronoun changes that can occur in reported speech, particularly if their first language does not involve make similar or parallel changes.

The second research question is about the causes of difficulties in learning reported speech. Based on the finding of the analysis, the three causes of difficulties proposed by Richard (1970) as cited in Erdogan (2005, p.263) were found in the students' answers in reported speech tests; they are intralingual, interference and developmental. Intralingual is the main cause of difficulties in

which students made 256 difficulties of the total number. Erdogan (2005) stated that intralingual occurs when the students apply a grammatical rule in cases where it does not apply. Mostly, the abuse of verb forms of the sentences is considered as the cause of intralingual.

The result showed the same idea with Wahyudi (2012) who mentioned that the intralingual error has the most dominant factor in transforming the direct into the reported speech. Based on his finding, the intralingual error occurs because of the influence of the first students' acquirement of the English grammatical structure, then they apply it in the construction of the reported speech structure even though it belongs to the deviant structure.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter draws several conclusions and recommendations derived from the research result and discussion. The conclusion deals with the reported speech test by third-semester students of English Education Department.

A. Conclusions

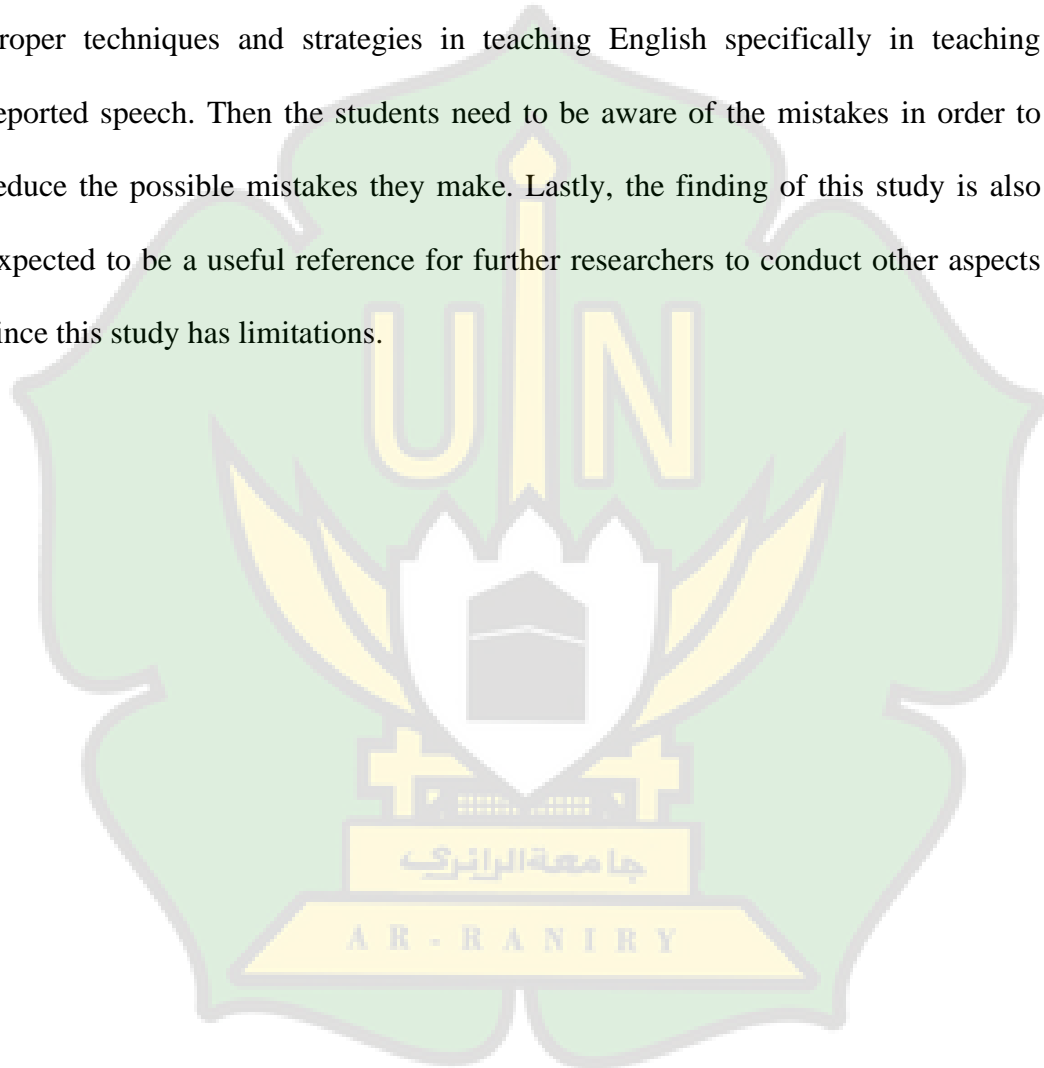
This research was conducted to identify the criteria of difficulties in constructing reported speech test made by the students. The analysis was referred to Azar (2006) in terms of the criteria of difficulties and Richard's (1970) as cited in Erdogan's (2005, p.263) theory in terms of causes of difficulties. The findings show that the most difficulty in the students' reported speech is verb forms. The difficulty of verb forms is 159 of the total.

Moreover, the findings of the analysis suggest that three causes of difficulties are found in answering reported speech tests made by the students, they are intralingual, developmental and interference. The highest number of causes of difficulties is intralingual in which it found 256 difficulties. The following is developmental with 119 of the total.

Summarily, the two research questions have been answered in this research. The findings show the most common criteria of difficulties that students made in answering reported speech test is verb forms. Meanwhile, the cause of difficulties is intralingual.

B. Recommendations

Based on the findings, the researcher offers some recommendations. Firstly, the lecturer makes sure that the students understand the form reported speech in each sentence that they have learned, and the lecturer should apply the proper techniques and strategies in teaching English specifically in teaching reported speech. Then the students need to be aware of the mistakes in order to reduce the possible mistakes they make. Lastly, the finding of this study is also expected to be a useful reference for further researchers to conduct other aspects since this study has limitations.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 6085/UN.08/FTK/KP.07.6/05/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-13887/UN.08/FTK/KP.07.6/12/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Menperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2018

MEMUTUSKAN

- Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-13887/UN.08/FTK/KP.07.6/12/2018** tanggal 14 Desember 2018
- KEDUA : Menunjuk Saudara:
1. Dr. Mustafa AR, MA
2. Fera Busfina Zalha, MA
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Cut Dhira Miranti**
NIM : **140203230**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Difficulties in Learning Reported Speech**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Mei 2019
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
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Nomor : B-16199/Un.08/FTK.1/TL.00/11/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 15 November 2019

Kepada Yth.

Dj -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : CUT DHIRA MIRANTI
N I M : 140203230
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl. Bak Geulepee No. 14 Jeulingke Banda Aceh

Untuk mengumpulkan data pada:

UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' Difficulties in Learning Reported Speech

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.

An: Dekan,
Wakil Dekan Bidang Akademik
dari Kelembagaan,

Mustata



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.flk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-567/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16199/Un.08/FTK.I/TL.00/11/2019 tertanggal 15 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:


Nama : Cut Dhira Miranti
NIM : 140 203 230
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Students' Difficulties in Learning Reported Speech.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

جامعة الرانيري

AR-RANIRY

Name :

Nim :

I. Change the following statements into reported speech.

a. Jim said, "I'm sleepy."

b. Anna and Kate: "We have been reading the same book since yesterday."

c. "I'll clean the car tomorrow," Tim said to his father.

d. Ann says, "I can't afford to buy a new car this month."

e. Adam to his wife: "Next winter I am going to travel to Paris."

f. Peter reported, "We played a lot of tennis last week."

g. "We were married last year," they said.

h. Diana said, "Emily came to my house yesterday."

II. Convert the direct questions to indirect speech statements (reported speech).

a. John asked, "Why are you here?"

b. Mrs. Jones asked the boys, "How can you finish on time?"

c. "Will you be home soon?" she asked her husband.

d. "Is my brother in the garden?"

e. Emma and Doris: "Can we use your camera?"

Table 4.3. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental	I.a. Jim said that she was sleepy
b. Anna and Kate said that they had been reading the same book since the day before.	2) Verb Forms 1) Pronoun 7) Adverb 3) Punctuation 1) Pronoun	2) Intralingual 2) Intralingual 3) Developmental 2) Intralingual 2) Intralingual	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he would clean the car the following day.	3) Punctuation 6) Yes/no Question 1) Pronoun	2) Intralingual 2) Intralingual 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Anna says that she couldn't afford to buy a new car that month.	2) Verb Forms 3) Punctuation 2) Verb Forms 4) Reporting Verbs 1) Pronoun	2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual	d. Ann says that she can't afford to buy a new car this month.
e. Adam said to her wife that next ⁷ winter he was going to travel to Paris.	3) Punctuation	2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they played ² a lot of tennis the week before.			f. Peter reported that had played a lot of tennis a year before.
g. They said they had married the year married.			g. They said that they had been married a year earlier.
h. Diana said that Emily had come to her house the day before.			h. Diana said that Emily had come to her house the day before.
II. a. John asked that why he ¹ was here ⁷ ? ³			II. a. John asked why I was there.
b. Mrs. Jones asked the boys how could he finish on time?			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband that ⁶ would he been ² home soon? ³			c. she asked her husband if he would be home soon.
d. Was ⁶ his brother in the garden? ³			d. she asked me if her brother was in the garden.
e. Emma and Doris said ⁴ could they ² used my camera? ³			e. Emma and Dorris asked me if they could use my camera.

Table 4.4. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	4) Reporting Verbs	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate said ⁴ that they had been reading the same book ⁷ .	7) Adverb 2) Verb Forms 7) Adverb 4) Reporting	3) Developmental 2) Intralingual 3) Developmental 1) Interference 3) Developmental	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he'll ² clean the car the tomorrow ⁷ .	Verbs 7) Adverb 2) Verb Forms	2) Intralingual 3) Developmental 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Ann says that she can't afford to buy a new car that month.	7) Adverb 2) Verb Forms 7) Adverb	3) Developmental 2) Intralingual 3) Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam told to ⁴ her wife next ⁷ winter he was going to travel to Paris.	1) Pronoun 7) Adverb 2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental 2) Intralingual 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they played ² a lot f tennis the week ⁷ .	2) Verb Forms 6) Yes/no Question	2) Intralingual 2) Intralingual 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said they were ² married last year ⁷ .	2) Verb Forms 4) Reporting Verbs	2) Intralingual 2) Intralingual 2) Intralingual	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to my ¹ house yesterday ⁷ .	6) Yes/no Question 1) Pronoun 2) Verb Forms 4) Reporting Verbs	2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me why I had been ² here ⁷ .	6) Yes/no Question		II. a. John asked why I was there.
b. Mrs. Jones asked the boys how could they ² finish on time.	2) Verb Forms 1) Pronoun		b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband that ⁶ he will be ² home soon.			c. she asked her husband if he would be home soon.
d. My ¹ brother is ² in the garden.			d. she asked me if her brother was in the garden.
e. Emma and Doris said ⁴ that could we ¹ used your camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.5. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	7) Adverb	3) Developmental	I.a. Jim said that she was sleepy
b. Anna and Kate said that they had been reading the same book since yesterday ⁷ .	2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he will ² clean the car the tomorrow ⁷ .	2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental	c. Tim told his father he would clean the car the following day.
d. Ann says that she can't afford to buy a new car that month.	2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam told to her wife next ⁷ winter he will ² go to travel to Paris.	2) Verb Forms 1) Pronoun	2) Intralingual 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they played ² a lot f tennis the week ⁷ .	4) Reporting Verbs	2) Intralingual 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said they were ² married last year ⁷ .	6) Yes/no Question	2) Intralingual 2) Intralingual	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .	2) Verb Forms 4) Reporting Verbs	2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me why am ² I here ⁷ .	6) Yes/no Question	2) Intralingual	II. a. John asked why I was there.
b. Mrs. Jones asked the boys how can ² his ¹ finish on time.	2) Verb Forms		b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband if will his ¹ be ² home soon.			c. she asked her husband if he would be home soon.
d. She said ⁴ that ⁶ is ² her brother in the garden.			d. she asked me if her brother was in the garden.
e. Emma and Doris said ⁴ that ⁶ can ² they used my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.6. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	7) Adverb	3) Developmental	I. a. Jim said that she was sleepy
b. Anna and Kate said that they had been reading the same book since yesterday ⁷ .	7) Adverb 4) Reporting Verbs 2) Verb Forms	3) Developmental 1) Interference 2) Intralingual 3) Developmental	b. Anna and Kate said that they had reading the same book since the previous day.
c. I would clean the car tomorrow ⁷ said Tim to his father.	7) Adverb 1) Pronoun 2) Verb Forms	2) Intralingual 3) Developmental 3) Development	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she couldn't ² afford to buy a new car this month.	7) Adverb 2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental 2) Intralingual	d. Ann says that she can't afford to buy a new car this month.
e. Adam said to his wife next ⁷ winter they ¹ travel ² to Paris.	1) Pronoun 2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they had played a lot of tennis the week ⁷ .	5) Question Word 1) Pronoun 2) Verb Forms	2) Intralingual 2) Intralingual 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said they had married last year ⁷ .	6) Yes/no Question 2) Verb Forms	2) Intralingual 2) Intralingual	g. They said that they had been married a year earlier.
h. Diana said that Emily was came ² to her house yesterday ⁷ .	1) Pronoun 6) Yes/no Question 2) Verb Forms	2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked why you ¹ were ² here ⁷ .	2) Verb Forms 4) Reporting Verbs	2) Intralingual 2) Intralingual	II. a. John asked why I was there.
b. Mrs. Jones asked the boys ^{5 1 2} to finish on time.	2) Verb Forms		b. Mrs. Jones asked the boys how they could finish on time.
c. She asked ⁶ her husband would ² he be home soon.			c. she asked her husband if he would be home soon.
d. I ¹ asked is ⁶ my brother in ² the garden.			d. she asked me if her brother was in the garden.
e. Emma and Doris asked ⁴ to use ² my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.7. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	2) Verb Forms	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate said that they have ² reading the same book since yesterday ⁷ .	7) Adverb 2) Verb Forms 4) Reporting Verbs	3) Developmental 2) Intralingual 3) Developmental	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim told his father that he will ² clean the car tomorrow ⁷ .	7) Adverb 2) Verb Forms	2) Intralingual 3) Developmental	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she couldn't afford to buy a new car this month.	2) Verb Forms 7) Adverb	3) Developmental 2) Intralingual	d. Ann says that she can't afford to buy a new car this month.
e. Adam told his wife that next ⁷ winter he was going to travel to Paris.	7) Adverb 5) Question Word 2) Verb Forms	2) Intralingual 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
Peter reported that they played ² a lot of tennis last week ⁷ .	2) Verb Forms 4) Reporting Verbs	2) Intralingual 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said they were ² married last year ⁷ .	6) Yes/no question 1) Pronoun 2) Verb Forms	2) Intralingual 2) Intralingual	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .	6) Yes/no question 2) Verb Forms	2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked why I was there.			II. a. John asked why I was there.
b. Mrs. Jones asked the boys ⁵ can they ² finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband if he will ² be home soon.			c. she asked her husband if he would be home soon.
d. ⁴ ⁶ My ¹ brother is ² in the garden.			d. she asked me if her brother was in the garden.
d. Emma and Doris asked ⁶ couldn't ² they use my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.8. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental	I. a. Jim said that she was sleepy
b. Anna and Kate said that they been ² reading the same book since yesterday ⁷ .	2) Verb Forms 7) Adverb 4) Reporting Verbs	2) Intralingual 3) Developmental 1) Interference 2) Intralingual	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he'll ² clean the car the tomorrow ⁷ .	2) Verb Forms 7) Adverb	3) Developmental 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she couldn't ² afford to buy a new car that month.	2) Verb Forms 7) Adverb	3) Developmental 2) Intralingual	d. Ann says that she can't afford to buy a new car this month.
e. Adam told to his wife that next ⁷ winter he is ² going to travel Paris.	2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they played ² a lot of tennis last week ⁷ .	2) Verb Forms 3) Punctuation	2) Intralingual 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They told me that they were ² married last year ⁷ .	2) Verb Forms	2) Intralingual	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .			h. Diana said that Emily had come to her house the day before.
II. a. John asked why I were ² here ⁷ .			II. a. John asked why I was there.
b. Mrs. Jones asked the boys how they could finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband wether he would be home soon.			c. she asked her husband if he would be home soon.
d. He asked wether his brother is ² in the garden? ³			d. she asked me if her brother was in the garden.
e. Emma and Doris asked wether they can ² used my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.9. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy. b. Anna and Kate said that they had been reading the same book since the day before. c. Tim told his father that he would clean the car a day later. d. Ann said ⁴ that she can't afford to buy a new car this month. e. Adam told her wife that next ⁷ winter he was going to travel to Paris. f. Peter reported that they played ² a lot of tennis the week before. g. They said they were ² married the previous year. h. Diana said that Emily had come to her house the day before.	4) Reporting Verbs 7) Adverb 2) Verb Forms 2) Verb Forms 2) Verb Forms 1) Pronoun 3) Punctuation 6) Yes/no Question 1) Pronoun 3) Punctuation 2) Verb Forms 3) Punctuation 2) Verb Forms 3) Punctuation	1) Interference 3) Developmental 2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual 3) Developmental 2) Intralingual 2) Intralingual 3) Developmental 2) Intralingual 3) Developmental 2) Intralingual 3) Developmental	I. a. Jim said that she was sleepy b. Anna and Kate said that they had reading the same book since the previous day. c. Tim told his father he would clean the car the following day. d. Ann says that she can't afford to buy a new car this month. e. Adam told his wife that he was going travel to Paris the following winter. f. Peter reported that had played a lot of tennis a year before. g. They said that they had been married a year earlier. h. Diana said that Emily had come to her house the day before.
II. a. John asked me why I was there b. Mrs. Jones asked the boys that how can ² you ¹ finish on time? ³ c. She asked her husband that ⁶ would him be home soon? ³ d. she wanted to know if his brother ² in the garden? ³ e. Emma and Doris wanted to know if can ² they use my camera? ³			II. a. John asked why I was there. b. Mrs. Jones asked the boys how they could finish on time. c. she asked her husband if he would be home soon. d. she asked me if her brother was in the garden. e. Emma and Dorris asked me if they could use my camera.

Table 4.10. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he is ² sleepy.	2) Verb Forms	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate that they have ² been reading the same book since yesterday ⁷ .	2) Verb Forms 7) Adverb 4) Reporting Verbs	2) Intralingual 3) Developmental 1) Interference 3) Developmental	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he would clean the car the next day.	2) Verb Forms 2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she can't afford to buy a new car this month.	7) Adverb 2) Verb Forms 1) Pronoun	2) Intralingual 2) Intralingual 2) Intralingual	d. Ann says that she can't afford to buy a new car this month.
e. Adam told his wife that in the next ⁷ winter he would ² going to travel Paris.	1) Pronoun 1) Pronoun	2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported me that they played ² a lot of tennis last week ⁷ .			f. Peter reported that had played a lot of tennis a year before.
g. They said that they were ² married last year ⁷ .			g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house next day.			h. Diana said that Emily had come to her house the day before.
II. a. John asked me why I was there.			II. a. John asked why I was there.
b. Mrs. Jones asked the boys how how they could finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband if he would be home soon.			c. she asked her husband if he would be home soon.
d. I ¹ asked if my ¹ brother was in the garden.			d. she asked me if her brother was in the garden.
e. Emma and Doris asked if they could used my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.11. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	2) Verb Forms	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate that they have ² been reading the same book since yesterday ⁷ .	7) Adverb 1) Pronoun 2) Verb Forms	3) Developmental 3) Developmental	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he would clean the car tomorrow ⁷ .	7) Adverb 7) Adverb 3) Punctuation	2) Intralingual 2) Intralingual 3)	c. Tim told his father he would clean the car the following day.
d. Ann says that I ¹ can't afford to buy a new car this month.	2) Verb Forms 4) Reporting Verbs	2) Intralingual 3) Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam told to her wife that he will go ² to travel Paris.	6) Yes/no Question 4) Reporting Verbs	2) Intralingual 2) Intralingual 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. -	6) Yes/no	2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said that they were ² married last year ⁷ .	Question 2) Verb Forms	2) Intralingual 2) Intralingual	g. They said that they had been married a year earlier.
h. -	6) Yes/no 2) Verb Forms	2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me why I was here ⁷ ³ .			II. a. John asked why I was there.
b. Mrs. Jones asked the boys how can ² they finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. ⁴ Her husband that ⁶ he will ² you be home soon.			c. she asked her husband if he would be home soon.
d. ⁴ ⁶ My brother is ² in the garden.			d. she asked me if her brother was in the garden.
e. Emma and Doris asked me ⁶ couldn't ² use my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.12. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he is ² sleepy.	2) Verb Forms	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate that they have ² been reading the same book since yesterday ⁷ .	2) Verb Forms 7) Adverb	2) Intralingual 3)	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim told his father that he'll ² clean the car tomorrow ⁷ .	Verbs 7) Adverb	Developmental 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she can't afford to buy a new car this month.	2) Verb Forms 7) Adverb	Developmental 2) Intralingual	d. Ann says that she can't afford to buy a new car this month.
e. Adam told his wife that in the next ⁷ winter he is ² going to travel Paris.	7) Adverb 2) Verb Forms	2) Intralingual Developmental	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter said that they played ² a lot f tennis last week ⁷ .	7) Adverb 2) Verb Forms	3) 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said that they were ² married last year ⁷ .	1) Pronoun 2) Verb Forms	3) Developmental	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .	2) Verb Forms	2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
III. a. John asked me why I am ² here ⁷ .		2) Intralingual	II. a. John asked why I was there.
b. Mrs. Jones asked the boy how can ² he ¹ finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband if he will ² be home soon.			c. she asked her husband if he would be home soon.
d. She asked me if his brother in ² the garden.			d. she asked me if her brother was in the garden.
e. They asked me if they can ² use my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.13. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	7) Adverb	3)	I. a. Jim said that she was sleepy
b. Anna and Kate said that they had been reading the same book since yesterday ⁷ .	7) Adverb 2) Verb Forms 4) Reporting Verb	3) Developmental 3)	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he would clean the car the tomorrow ⁷ .	7) Adverb 7) Adverb 7) Adverb 2) Verb Forms	3) 2) Intralingual 2) Intralingual 3)	c. Tim told his father he would clean the car the following day.
d. Ann says that she couldn't ² afford to buy a new car that month.	7) Adverb 3) Punctuation 4) Reporting Verbs	3) Developmental 3)	d. Ann says that she can't afford to buy a new car this month.
e. Adam to ⁴ his wife that next ⁷ winter he was going to travel Paris.	3) Punctuation 6) Yes/no Question 3) Punctuation	2) Intralingual 2) Intralingual 3)	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they had played a lot f tennis last week ⁷ .	4) Reporting Verb 2) Verb Forms 3) Punctuation	Developmental 3) Developmental	f. Peter reported that had played a lot of tennis a year before.
g. They said that they had been married last year ⁷ .	2) Verb Forms 3) Punctuation	2) Intralingual 3) Developmental	g. They said that they had been married a year earlier.
h. Diana said that Emily had come to her house yesterday ⁷ .		2) Intralingual 3) Developmental 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked why were ² you ¹ here ⁷ ? ³		3) Developmental 2) Intralingual 3) Developmental	II. a. John asked why I was there.
b. Mrs. Jones to the boys ⁴ how could they finish on time? ³		2) Intralingual 3)	b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband ⁶ would he be home soon? ³		Developmental	c. she asked her husband if he would be home soon.
c. ⁴ Was his brother ² in the garden? ³			d. she asked me if her brother was in the garden.
f. Emma and Doris asked could they ² used my camera? ³			e. Emma and Dorris asked me if they could use my camera.

Table 4.14. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	4) Reporting Verbs	2) Intralingual 2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate said that they had been reading the same book the day before.	2) Verb Forms 4) Reporting Verbs 7) Adverb	2) Intralingual 3) Developmental 2) Intralingual	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he would clean the car the next day.	2) Verb Forms 7) Adverb 1) Pronoun	3) Developmental 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she couldn't ² afford to buy a new car this month.	2) Verb Forms 7) Adverb 1) Pronoun 6) Yes/no	2) Intralingual 3) Developmental 2) Intralingual	d. Ann says that she can't afford to buy a new car this month.
e. Adam says ⁴ to her wife that next ⁷ winter he will go ² to travel to Paris.	Question 2) Verb Forms 4) Reporting Verbs	2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they had played a lot of tennis the previous week.	1) Pronoun	2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said they had been married last year ⁷ .			g. They said that they had been married a year earlier.
h. Diana said that Emily had come to her house the day before.			h. Diana said that Emily had come to her house the day before.
II. a. John asked why you ¹ were ² here ⁷			II. a. John asked why I was there.
b. Mrs. Jones asked the boys that how could you ¹ finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband that ⁶ would you ² be home soon.			c. she asked her husband if he would be home soon.
d. -			d. she asked me if her brother was in the garden.
e. Emma and Doris said ⁴ that could use my ¹ camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.15. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	4) Reporting Verbs	2) Intralingual 3)	I. a. Jim said that she was sleepy
b. Anna and Kate said ⁴ that they had been reading the same book since yesterday ⁷ .	7) Adverb 7) Adverb 4) Reporting Verbs	Developmental 3) Developmental 2) Intralingual	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim told to his father that he would clean the car tomorrow ⁷ .	2) Verb Forms 7) Adverb 2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she can't to bought ² a new car this month.	2) Verb Forms 7) Adverb 2) Verb Forms	3) Developmental 2) Intralingual	d. Ann says that she can't afford to buy a new car this month.
e. Adam told to his wife that next ⁷ winter he was going to travel to Paris.	7) Adverb 2) Verb Forms 6) Yes/no Question	3) Developmental 2) Intralingual 3)	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter said ⁴ that they played ² a lot f tennis last week ⁷ .	1) Pronoun 2) Verb Forms 6) Yes/no Question	Developmental 2) Intralingual 2) Intralingual 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They told that.	1) Pronoun	2) Intralingual	g. They said that they had been married a year earlier.
h. Diana said that Emily come ² to her house yesterday ⁷ .	2) Verb Forms 2) Verb Forms	2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked why am ² I here ⁷ .			II. a. John asked why I was there.
b. Mrs. Jones asked the boys how can't ² finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her ⁶ ¹ husband will ² he come home soon.			c. she asked her husband if he would be home soon.
d. He asked me ⁶ is my ¹ brother in ² garden.			d. she asked me if her brother was in the garden.
e. Emma and Doris asked can't ² they used my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.16. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he is ² sleepy.	2) Verb Forms	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate said that they have ² been reading the same book since yesterday ⁷ .	2) Verb Forms 7) Adverb	2) Intralingual 3)	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim told his father that he will ² clean the car tomorrow ⁷ .	2) Verb Forms 7) Adverb	2) Intralingual 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she can't afford to buy a new car this month.	2) Verb Forms 7) Adverb	3) Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam told her wife that he will go ² travel to Paris next ⁷ winter.	2) Verb Forms 7) Adverb	2) Intralingual 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they played ² a lot of tennis last week ⁷ .	2) Verb Forms 1) Pronoun	3) Developmental	f. Peter reported that had played a lot of tennis a year before.
g. They said that they were ² married last year ⁷ .	2) Verb Forms 1) Pronoun	2) Intralingual 2) Intralingual	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .	2) Verb Forms	2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me why am ² I there.		2) Intralingual	II. a. John asked why I was there.
b. Mrs. Jones asked the boys how ¹ can ² he finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband if he would be home soon.			c. she asked her husband if he would be home soon.
d. I ¹ asked if my ¹ brother in ² the garden.			d. she asked me if her brother was in the garden.
e. Emma and Dorris asked me if they need ² to use my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.17. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he is ² sleepy.	2) Verb Forms	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate said that they ^{2 7} .	2) Verb Forms 7) Adverb	2) Intralingual 3)	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he will ² clean the car tomorrow ⁷ .	7) Adverb 4) Reporting Verbs 2) Verb Forms	2) Intralingual 3) Developmental	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she couldn't ² afford to buy a new car this month.	7) Adverb 2) Verb Forms 2) Verb Forms	2) Intralingual 3) Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam told her wife that next ⁷ winter he's ² going travel to Paris.	7) Adverb 2) Verb Forms	2) Intralingual 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they played ² a lot f tennis last week ⁷ .	2) Verb Forms 7) Adverb 1) Pronoun	Developmental 2) Intralingual 3)	f. Peter reported that had played a lot of tennis a year before.
g. They said that they had ² married last year ⁷ .	1) Pronoun 1) Pronoun	Developmental 2) Intralingual 3)	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .		Developmental 2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me why I was there.			II. a. John asked why I was there.
b. Mrs. Jones asked the boys how could they finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband if him ¹ would be home soon.			c. she asked her husband if he would be home soon.
d. I ¹ asked if my ¹ brother was in the garden.			d. she asked me if her brother was in the garden.
e. Emma and Dorris asked if they could to use my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.18. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	2) Verb Forms 7) Adverb	2) Intralingual 3)	I. a. Jim said that she was sleepy
b. Anna and Kate said that they have ² been reading same book since yesterday ⁷ .	2) Verb Forms 7) Adverb 4) Reporting Verbs	Developmental 2) Intralingual 3) Developmental	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he will ² clean the car tomorrow ⁷ .	7) Adverb 2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she can't afford to buy a new car this month.	2) Verb Forms 7) Adverb 2) Verb Forms	2) Intralingual 3) Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam told to his wife that next ⁷ winter he was went ² to travel to Paris.	7) Adverb 1) Pronoun 2) Verb Forms 6) Yes/no	2) Intralingual 3) Developmental 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that he played ² a lot of tennis last week ⁷ .	Question 1) Pronoun 6) Yes/no	3) Developmental 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said that they were ² married last year ⁷ .	Question 2) Verb Forms	2) Intralingual 2) Intralingual	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .		2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me why I was there.			II. a. John asked why I was there.
b. Mrs. Jones asked the boys that how ¹ can ² they finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband ⁶ 1 will ² he be home soon.			c. she asked her husband if he would be home soon.
d. is my brother in the garden.			d. she asked me if her brother was in the garden.
e. Emma and Dorris asked ⁶ couldn't ² they use my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.19. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he is ² sleepy.	2) Verb Forms	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate said that they.	2) Verb Forms	2) Intralingual	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he will ² clean the car tomorrow ⁷ .	7) Adverb	3)	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that I ¹ couldn't ² afford to buy a new car this month.	2) Verb Forms	Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam tell ⁴ her wife that next ⁷ winter he is ² going travel to Paris.	2) Verb Forms	2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
fi. Peter reported that they played ² a lot f tennis last week ⁷ .	7) Adverb	2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g. They said that they had ² married last year ⁷ .	2) Verb Forms	Developmental	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .	7) Adverb	3)	h. Diana said that Emily had come to her house the day before.
II. a. John asked me, ³ why I was there.	3) Punctuation	Developmental	II. a. John asked why I was there.
b. Mrs. Jones asked the boys how could they finish on time.	1) Pronoun	2) Intralingual	b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband if him ¹ would be home soon.	1) Pronoun	3)	c. she asked her husband if he would be home soon.
d. I ¹ asked if my ¹ brother in ² the garden.	1) Pronoun	Developmental	d. she asked me if her brother was in the garden.
e. Emma and Dorris asked me if they could use my camera.	2) Verb Forms	3)	e. Emma and Dorris asked me if they could use my camera.

Table 4.20. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he was sleepy.	7) Adverb	3)	I. a. Jim said that she was sleepy
b. Anna and Kate said that they had been reading the same book since yesterday ⁷ .	7) Adverb 4) Reporting Verbs	Developmental 3)	b. Anna and Kate said that they had reading the same book since the previous day.
e. Tim said that he would clean the car tomorrow ⁷ , to his father.	2) Verb Forms 7) Adverb	2) Intralingual 2) Intralingual	c. Tim told his father he would clean the car the following day.
h. Ann said ⁴ that she couldn't ² afford to buy a new car this month.	2) Verb Forms 7) Adverb	2) Intralingual 3)	d. Ann says that she can't afford to buy a new car this month.
c. Adam said to her wife that next ⁷ winter he had been ² going to travel to Paris.	3) Punctuation 2) Verb Forms	Developmental 2) Intralingual	e. Adam told his wife that he was going travel to Paris the following winter.
i. Peter reported that they played ² a lot of tennis previous week.	6) Yes/no Question	3) Developmental	f. Peter reported that had played a lot of tennis a year before.
j. They said they had ² married last year ⁷ .	2) Verb Forms 6) Yes/no	3) 2) Intralingual	g. They said that they had been married a year earlier.
l. Diana said that Emily had come to her house in the previous day.	Question 2) Verb Forms	2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me that why am ² I here ⁷ ?	1) Pronoun	2) Intralingual	II. a. John asked why I was there.
b. Mrs. Jones asked the boys that how can ² they finish on time.	2) Verb Forms	2) Intralingual	b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband that ⁶ will ² he be home soon.	6) Yes/no	2) Intralingual	c. she asked her husband if he would be home soon.
d. He asked me that ⁶ is ¹ brother in ² the garden.	Question	2) Intralingual	d. she asked me if her brother was in the garden.
e. Emma and Doris asked that ⁶ can ² they use my camera.	2) Verb Forms	2) Intralingual	e. Emma and Dorris asked me if they could use my camera.

Table 4.21. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said that he is ² sleepy.	2) Verb Forms	2) Intralingual	I. a. Jim said that she was sleepy
b. Anna and Kate said that they have ² been reading same book since yesterday ⁷ .	2) Verb Forms 7) Adverb	2) Intralingual 3)	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he will ² clean the car tomorrow ⁷ .	2) Verb Forms 7) Adverb	Developmental 2) Intralingual 2) Intralingual	c. Tim told his father he would clean the car the following day.
d. Ann said ⁴ that she can't afford to buy a new car this month.	2) Verb Forms 7) Adverb	3) Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam told to her wife the next ⁷ winter she is ² going to travel to Paris.	2) Verb Forms 7) Adverb	2) Intralingual 3)	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they played ² a lot f tennis last week ⁷ .	2) Verb Forms 2) Verb Forms	Developmental 2) Intralingual	f. Peter reported that had played a lot of tennis a year before.
g.They said that they were ² married last year ⁷ .	2) Verb Forms	3) Developmental	g. They said that they had been married a year earlier.
h. Diana said that Emily came ² to her house yesterday ⁷ .		2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me why I am ² here ⁷ .			II. a. John asked why I was there.
b. Mrs. Jones asked the boys how can ² they finish on time.			b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband will ² he be home soon.			c. she asked her husband if he would be home soon.
d. he asked that wether his brother is ² in the garden.			d. she asked me if her brother was in the garden.
e. Emma and Dorris asked me wether they can ² use my camera.			e. Emma and Dorris asked me if they could use my camera.

Table 4.22. The Description of the Students' Answers

Student's Answers	Criteria of Difficulties	Causes of Difficulties	Revision Version
I. a. Jim said," ³ he sleepy ² ".	3) Punctuation	3)	I. a. Jim said that she was sleepy
b. Anna and Kate said that " ³ they had been reading same book since yesterday ⁷ .	3) Punctuation 7) Adverb 2) Verb Forms 7) Adverb 3) Punctuation	Developmental 3) Developmental 3) Developmental	b. Anna and Kate said that they had reading the same book since the previous day.
c. Tim said to his father that he will ² clean the car tomorrow ⁷ .	7) Adverb 2) Verb Forms 2) Verb Forms 7) Adverb	2) Intralingual 3) Developmental 3)	c. Tim told his father he would clean the car the following day.
d. Ann says that she can't afford to buy a new car this month.	2) Verb Forms 7) Adverb 2) Verb Forms	Developmental 3) Developmental	d. Ann says that she can't afford to buy a new car this month.
e. Adam said ⁴ to her wife, " ³ next ⁷ winter he will ² going to travel to Paris.	7) Adverb 1) Pronoun 2) Verb Forms 2) Verb Forms	2) Intralingual 2) Intralingual 3) Developmental	e. Adam told his wife that he was going travel to Paris the following winter.
f. Peter reported that they was played ² a lot f tennis last week ⁷ .	6) Yes/no Question 1) Pronoun	2) Intralingual 3) Developmental	f. Peter reported that had played a lot of tennis a year before.
g. They said that they were ² married last year ⁷ .	2) Verb Forms 6) Yes/no Question	2) Intralingual 3) Developmental	g. They said that they had been married a year earlier.
h. Diana said that Emily was came ² to her house yesterday ⁷ .	2) Verb Forms	2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual 2) Intralingual	h. Diana said that Emily had come to her house the day before.
II. a. John asked me why I was there.		2) Intralingual	II. a. John asked why I was there.
b. Mrs. Jones asked the boys how ¹ can ² his finish on time.		2) Intralingual	b. Mrs. Jones asked the boys how they could finish on time.
c. She asked her husband if will ² he be home soon.		2) Intralingual	c. she asked her husband if he would be home soon.
d. she asked that ⁶ is my ¹ brother ² in the garden.		2) Intralingual	d. she asked me if her brother was in the garden.
e. Emma and Dorris asked me that ⁶ can ² they use my camera.		2) Intralingual	e. Emma and Dorris asked me if they could use my camera.

APPENDIX The Photographs of Students' Participation



AUTOBIOGRAPHY

1. Name : Cut Dhira Miranti
2. Place / Date of Birth : Calang, March 9th 1996
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Tgk. Syarief No.14 Jeulingke, Banda Aceh
9. E-mail : mcutdhira@gmail.com
10. Parents
 - a. Father : alm. H. Banta Sidi, SE
 - b. Mother : Dra. Hj. Yuliani
 - c. Father Occupation : Civil Servant
 - d. Mother Occupation : Teacher
11. Address : Jln. Kiblat Lr. Fatanah, Meulaboh
12. Education Background
 - a. Elementary School : SDN 25 Meulaboh (2002-2008)
 - b. Junior High School : MTsN Model Meulaboh - I (2008-2011)
 - c. Senior High School : SMA Negeri 1 Meulaboh (2011-2014)
 - d. University : UIN Ar-Raniry (2014-2019)

Banda Aceh, December 27th, 2019

Cut Dhira Miranti