

COMMON ERRORS IN CONVERTING DIRECT TO INDIRECT SPEECH OF GRADE XI STUDENTS AT SMA MUHAMMADIYAH 2 YOGYAKARTA

Taufik Rahman^{*1}, & Adilah Hasna Astuti²

^{1*,2}Institut Agama Islam Darul A'mal Lampung, Lampung

*e-mail: taufikrahman2525@gmail.com

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Abstract

Reported or indirect speech is a structure that has quite always been investigated from a formal point of view, as the syntactical means by which we can construct the oratio, choosing between embedding or un-embedding sentences, respectively, within oratio obliqua or oratio recta. In indirect speech or reported speech, the reporter is free to introduce information about the reported speech event from his point of view and on the basis of his knowledge about the world, as he does not purport to give the actual words that were uttered by the original speaker or that his report is restricted to what was already said. In Indonesia where English is both taught and learned as a Foreign Language, many grammatical differences between Indonesia and English Language are found. Students often experience difficulty in transforming direct into indirect speech in English. Much more, they commit grammatical errors because of the complexity of rules in the process of transformation. This research attempts to partially address students' difficulty in this aspect of grammar by identifying common problems and how to solve them.

This study attempts to identify the common errors of Grade XI students at SMA Muhammadiyah 2 Yogyakarta in converting direct speech to indirect speech. Specifically it seeks to answer the following questions: 1) What are the common errors of Grade XI students in the conversion of direct to indirect speech along: a) Subject, b) Verb use and tenses, c) Conjunctions, d) Modals; (2) What intervention measures may be proposed to address these errors?; (3) What Learning Kit that may be developed to improve speech reporting skills of the students?

Based on the findings of the study, the following conclusions were arrived at: 1) Grade XI students manifested difficulties in converting direct speech to indirect speech especially in converting subject noun and pronoun to correct pronouns, verb use and tenses, use of conjunctions and modals. 2) Intervention measures are doable and may be effective for grammar learners in an EFL setting. 3) The Learning Kit entitled "Meeting of Minds" may provide a more enriching educational experience for teachers.

Keywords: Common Errors, Conversion, Direct Speech, Indirect Speech

A. Introduction

Going through a day without use of communication is impossible. Communication is sending and receiving information between two people or among people. The information conveyed by a sender to a receiver can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions, and even emotions. Merriam-Webster dictionary defines communication as a process by which information is exchanged through a common system of symbols, signs, or behaviour.

A system that consists of the development, acquisition, maintenance and use of complex systems of communication is language. It refers to the cognitive ability to learn and use systems of complex communication, or to describe the set of rules that makes up these systems, or the set of utterances that can be produced from these rules.

Learning, in general, is acquiring new knowledge, behaviours, skills, values, preferences or understanding that may involve synthesizing different types of information. Language learning, especially the English language, requires the learner to know the system of language in order to build and combine words into meaningful sentences. This tool to learn English language is Grammar. In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural languages.

Recently, efforts have been made to update grammar instruction in primary and secondary education. The main purpose was to prevent the use of outdated prescriptive rules in favour of more accurate descriptive ones and to change perceptions about relative “correctness” of standard forms in comparison to non-standard dialects. One of the grammatical categories which is of importance in sharing statements and thoughts in communication is through reported speech or indirect speech. Marianne Celce Murcia and Diane Larsen Freeman³ stated in the Grammar Book *An ESL/EFL Teacher’s Course* that “Grammar and rhetoric book generally recognize three ways for a speaker and writer to attribute statements or thoughts to other people: direct quotation, reported speech or indirect speech, and paraphrase.”

Both direct and indirect speech are stylistic devices in conveying messages. The former is used as if the words being used were those of another, which are therefore pivoted to a deictic centre different from the speech situation of the

report. Direct speech purports to give a verbatim rendition of the words that were spoken; indirect speech is more variable in claiming to represent a faithful report of the content and form of the words that were spoken. Indirect speech, in contrast, has its deictic center in the report situation and is variable with respect to the extent that faithfulness to the linguistic form of what was said is being claimed.

In real life people talk most about what others talk about – they transmit, recall, weigh and pass judgement on other people's words, opinions, assertions, information; people are upset by other's words, or agree with them, contest them, refer to them, and so forth.

This is also known as quoted speech. It is a spoken or written text that reports speech or thought in its original form phrased by the original speaker. When transformed to indirect speech, it becomes a means of expressing the content of statements, questions or other utterances, without quoting them explicitly as is done in direct speech.

Some studies are conducted on the difficulties in the conversion direct to indirect speech. A study conducted by Karuna Sivaji (2012) about who findings of a small-scale classroom research, carried out at the University of Jaffna, to investigate the effect of direct and indirect error correction feedback on undergraduate writing. Although effective writing skills play a significant role in the academic success of undergraduates, they face challenges in developing their writing skills. Due to their grammatical inaccuracies, many undergraduates' writing is difficult to understand. Therefore, this study was designed to investigate the effect of two types of feedback techniques to improve the writing skill of these undergraduates. There has been a longstanding controversy in ESL literature on the effectiveness of error correction feedback. Hence, this study attempted to find out the effect direct and indirect error correction feedback had on undergraduates' writing. Therefore, twenty-four third year undergraduates in the Faculty of Arts at the University of Jaffna, who were specializing in the social sciences, were selected from among a total population of ninety-seven students. The group was treated with direct and indirect error correction feedback in three-day sequences of composition writing, the comparison of original texts with feedback and revision. The results revealed that these feedback types had a positive impact on undergraduates' writing. There was, however, no significant

difference observed between the impact of the two feedback types. The study has important implications for ESL teachers who teach writing at the University of Jaffna, in particular, and at other universities across the island.

Zuckermann Ghil'ad (2006), in his research paper, "Direct and Indirect Speech in Straight-Talking Israeli", who found that is a fusional synthetic language, with non-concatenative discontinuous morphemes realised by vowel infixation. This typological paper demonstrates that there is a clear distinction in Israeli between direct and indirect speech. The indirect speech report, which is a subset of complement clauses, is characterized by a shift in person, spatial and temporal deixis. However, unlike in English, the verbs usually do not undergo a tense shift. Israeli has various lexicalized direct speech reports. By and large, Israeli reported speech constructions reflect Yiddish and Standard Average European patterns, often enhancing a suitable pre-existent Hebrew construction.

Anita Eerland; Rolf A. Zwaan (2018). In his research paper "The Influence of Direct and Indirect Speech on Source Memory" who found that is People perceive the same situation described in direct speech (e.g., John said, "I like the food at this restaurant") as more vivid and perceptually engaging than described in indirect speech (e.g., John said that he likes the food at the restaurant). So, if direct speech enhances the perception of vividness relative to indirect speech, what are the effects of using indirect speech? In four experiments, we examined whether the use of direct and indirect speech influences the competence's memory for the identity of the speaker. Participants read a direct or an indirect speech version of a story and then addressed statements to one of the four protagonists of the story in a memory task. We found better source memory at the level of protagonist gender after indirect than direct speech (Exp. 1-3). When the story was rewritten to make the protagonists more distinctive, we also found an effect of speech type on source memory at the level of the individual, with better memory after indirect than direct speech (Exp. 3-4). Memory for the content of the story, however, was not influenced by speech type (Exp. 4). While previous research showed that direct speech may enhance memory for how something was said, we conclude that indirect speech enhances memory for who said what.

Suci Budiawaty (2010). In his research "An error analysis on the English direct and indirect speech in the past form", who found that is analyzing errors made by

the students in answering the past tense form of English direct and indirect speech. The aim of this research is to find out how many errors made by the students in answering the questions of English direct and indirect speech in the past tense form. The population is the first year students of the faculty of Economy majoring Accounting, Gunadarma University, namely 1EB 11 and 1EB13. The number of populations is 88 students which is 43 students from 1EB11 and 45 students from 1 EB13. 50 students are chosen as the sample. The data analysis will show the result of the occurrence of errors made by the sample by giving the numbers of students who made errors, then giving the explanation of the correct answer, and interpreting the data. The result shows that most students still found difficulties in answering the questions. Errors happened more in changing the sentence from the direct speech to indirect speech in the form of simple past than in the form of past perfect tense.

A study conduct by Marcos Antonio Pérez Alonso (2012). In his study When transmitting the teaching of his predecessors, the grammarian Charisius usually makes use of either subordinating clauses or direct speech, but he hardly ever employs the so-called indirect speech, typically found in strictly literary works rather than in technical ones. However, we have encountered some passages in which portions in direct speech precede indirect speech clauses, a remarkable phenomenon which could be thought of as textual corruptions needing emendation. Nevertheless, from the fact that this phenomenon is mainly found in parts of Charisius' work taken from Julius Romanus' *De analogia* (where the latter quotes Pliny the Elder's *Dubiussermo*), we conclude that the text is correct and that we are dealing with a type of citation characteristic of Julius Romanus, the description of which is not found in the literature on Latin Syntax.

Victor S. Savelyev (2012). In his research "Direct and indirect speech fusion in Charisius' *Ars grammatical*". In this study the article states that communication in Old Russian as well as in modern Russian discourse is characterized by the use of mono-functional and poly-functional indirect speech acts. Moreover, the important aspect that helps to specify the illocutive functions of indirect speech acts in Old Russian is their verifiability: the verbal or non-verbal response of the interlocutor as well as the frame constructions, which introduce direct speech (preposition). These constructions are also used in the

middle of the utterance (interposition) or at the end of the utterance (postposition). The author of the chronicles observes the communicative purposes of both the speaker and the interlocutor, indicating that the given utterance should be regarded as an indirect speech act. By analyzing the use of mono-functional indirect speech acts in the original dialogue fragments of the *Tale of Bygone Years*, the author works out their typology. The groups of interrogative and non-interrogative indirect speech acts have been singled out, each of them having certain typical characteristics. The semantics of non-interrogative utterances in most cases is connected with the expression of indirect meanings of time and aspect of verbal forms. The use of interrogative utterances as indirect speech acts is mostly connected with the changes not only in the illocutive function, but also in the propositional meaning of the predicative unit: interrogative utterances with negations should be interpreted as affirmative non-interrogative utterances and vice versa. The author concludes that the use of modern mono-functional indirect speech acts is traditional, since it is identical to their functioning in Old Russian.

Shimazaki (2015). In his research *H. Free indirect speech in the work of Jane Austen: the previously unappreciated extent and complexity of Austen's free indirect speech and its development from eighteenth century fiction*. In this study investigates Free Indirect Discourse for speech presentations [FIS] in the work of Jane Austen, and presents the discovery that it is a substantial feature of her narrative style, unexpectedly versatile, performing various functions and effects, ranging from the basic to the sophisticated. Critics have often discussed the primary function of Free Indirect Discourse for both speech and thought presentations [FID] as a means of merging the voices of the narrator and a character. They have focused especially on Free Indirect Discourse for thought presentations [FIT] as an important vehicle for presenting the heroine's subjective ideas within the narrative. A primary function of FIS identified by previous critics is, on the other hand, the narrator's mimicry of a character's speech, owing to the gap in the dual perspectives of the narrator and a character. I have made a strict distinction between FIS and FIT and conduct a full survey of Austen's FIS with a stylistic approach, which demonstrates that Austen's FIS is not limited to the basic functions formerly discussed. I propose that it serves at least eleven functions, both satirical and non-satirical. I have given names to

these functions, for example, FIS for 'Formal Politeness', 'Condensed Conversations', 'Voices in Harmony' and 'Filtering Information'. The narrator in Austen's novels sometimes restrains her subjective view and exists as a transparent mediator to present a character's speech, as in modernist novels. Austen uses these different functions of FIS in specific episodes to silently guide the reader's interpretation. On a larger scale, Austen uses the embedded nature of FIS in contrast with FIT or Direct Thought in the foreground, which is similar to the painter's technique of using 'light and shade' to create perspective. As a case study, I have analysed Austen's technique of FIS for 'Concealment of Plot Development' in *Emma*. As part of my survey, I also revise the origin of Austen's FID. Critics have presumed that Austen must have discovered FID in the work of immediate precursors, particularly Frances Burney. It is true that the writers of the late eighteenth century sporadically used FIT. However, in respect of FIS, I argue that its origin can be traced back to the early eighteenth century, and changes in punctuation marks for speech in English typesetting. Proto-FIS and FIS occasionally appear in the work of major writers of the eighteenth century, such as Samuel Richardson, Joseph Fielding, Laurence Sterne, and Mary Wollstonecraft. Austen may have gained ideas about FIS from the limited usage in their works. However, while FIT became a feature of the fiction of some writers, such as Charlotte Smith and Ann Radcliffe in the 1790s, FIS was rarely used in this period. Austen excavated the proto-style and developed it with remarkable speed. Austen is not just the first writer who employed FIS in a substantial way, but a brilliant exponent of the technique.

Giguere C, Behar A, Dajani HR, Kelsall T, Keith SE (2012) in his paper "Direct and indirect methods for the measurement of occupational sound exposure from communication headsets" .in his study journal the measurement of sound exposure for individuals using communication headsets and headphones in the workplace imposes many technical challenges, and it has been difficult to integrate such measurements in national and international standards on occupational noise exposure. This paper reviews existing methods to measure sound exposure directly under listening devices, including the use of specialized acoustic manikins, artificial ears and real-ear procedures, and the associated field logistics and data analysis procedures. An alternative indirect calculation method is proposed that uses the main determinants of exposure as input

parameters into the assessment, such as the external noise around the user, the attenuation of the device, and the user's listening signal-to-noise ratio. The advantages and disadvantages of the different methods are discussed. Together, they form the basis for a set of four measurement methods and one calculation method on assessing occupational sound exposure from headsets and headphones under consideration by a technical Working Group of the Canadian Standards Association.

Köder F, Maier E (2016) . in his research .”Children mix direct and indirect speech: evidence from pronoun comprehension”. In This study investigates children's acquisition of the distinction between direct speech (Elephant said, “I get the football”) and indirect speech (Elephant said that he gets the football), by measuring children's interpretation of first, second, and third person pronouns. Based on evidence from various linguistic sources, we hypothesize that the direct-indirect distinction is acquired relatively late. We also predict more mistakes for third person pronouns compared to first- and second-person pronouns. We tested 136 Dutch-speaking children between four and twelve in a referent selection task and found that children interpret pronouns in direct speech predominantly as in indirect speech, supporting our hypothesis about a late acquisition of the direct-indirect distinction. In addition, we found differences between I, you, and he that deviate from a simple first and second vs. third person split. We discuss our results in the light of cross-linguistic findings of direct-indirect mixing.

DedySubandowoMeziaKemala Sari (2017), in his research “An Analysis of Speech Act Ability Conducted by the Students of English Department in Muhammadiyah University of Metro”. In This study to analyze the language strategy and the usage of language politeness toward students’ speech act ability in speaking interaction in Muhammadiyah University of Metro. This is a descriptive qualitative analysis. The population of data is taken from the students of the fifth semester in Muhammadiyah University of Metro. The data collecting technique used in this research is noting technique and participative observation technique. Data analysis technique uses pragmatic identity method. The result of data analysis is presented with informal forms. The results show that there are three kinds of speech act strategy in language communication; namely, 1) locutionary 2) illocutionary, and 3) perlocutionary act. The politeness

language usage, however, can be divided into direct and indirect speech and it covers reason, apology, gratitude, and request.

B. Yao (2015), in his research “Inner Voice Experiences during Processing of Direct and Indirect Speech”. In this study we review recent research concerned with “inner voice” experiences during silent reading of direct speech (e.g., Mary said, “This dress is beautiful!”) and indirect speech (e.g., Mary said that the dress was beautiful). Converging findings from speech analysis, brain imaging, and eye tracking indicate that readers spontaneously engage in mental simulations of audible-speech like representations during silent reading of direct speech, and to a much lesser extent during silent reading of indirect speech. This “simulated” implicit prosody is highly correlated with the overt prosody generated during actual speaking. We then compare this “simulated” implicit prosody with the sort of “default” implicit prosody that is commonly discussed in relation to syntactic ambiguity resolution. We hope our discussion will motivate new interdisciplinary research into prosodic processing during reading which could potentially unify the two phenomena within a single theoretical framework.

A study conduct by DidinMuhidin (2014),in this research was carried out to analyze students’ errors in using reported speech of command. The subjects of this were study 15 students of X grade of MA UmmurrodiyahPasarKemis – Tangerang academic years 2014 – 2015. The method of this research was descriptive qualitative analysis. This data, identifying errors, counting errors then describing and interpreting data. Theresearch was conducted by following the procedures of error analysis: collecting data, identifying errors, counting errors then describing and interpreting data.

The result of this research was 204 errors and the finding showed that the students made errors in misformation (120 or 58.83 %), omission (42 or 20.59%), addition (21 or 10.29 %), and misordering (21 or 10.29 %). Based on the research, the researcher concludes that the X grade students of MA UmmurrodiyahTangerang, most of students made error in reported speech of command when they change the direct into the indirect speech. Direct Speech Presentation in Joseph Conrad’s Heart of Darkness.

Ahmed Brahim (2014), in his research “Direct Speech Presentation in Joseph Conrad’s Heart of Darkness”. In this study is an attempt to analyse the use of direct speech presentation in Joseph Conrad’s novella Heart of Darkness.

It aims to shed light on the motives behind the use of such a narrative technique in this novella. This work is divided into three chapters. The first chapter presents a general survey of speech presentation in literary writing.

The second chapter tackles the main theories about speech presentation attributed to linguists and theorists such as; M. A. K Halliday, Leech and Short. The third chapter deals with the illustrations and the analysis of the direct speech presentation in the novella. In fact, this research work offers an insight into the importance of assimilating direct speech presentation for EFL students, and how it can have an effect in literary products.

Riyawi&Alwiyah (2017), in this research who found that most of the students get difficult in using direct and indirect speech of statement. They get difficult to change tenses, pronoun and adverb of time from direct into indirect speech. So, the researchers were interested in carrying out research based on this problem. The objective of the research is to find out kinds of error in using direct and indirect speech and cause of the errors. The design of this research was descriptive quantitative. There is 1 class at sixth semester of STAI HubbulwathanDuri. The Population consisted of 19 students at the sixth semester of STAI HubbulwathanDuri. The researchers use the sixth semester class (19 students) as sample. The researchers gave written test by 10 items. And then test result was presented in the form of tables and picture to make it easier to understand. To know the steps taken in conducting an error analysis, the researchers use steps to classify and to quantify errors. After analyzing the data, the researchers found the kind of errors which made by the students and the cause of the errors.

Eerland&Zwaan (2018), in this research who examined whether the use of direct and indirect speech influences the comprehender's memory for the identity of the speaker. Participants read a direct or an indirect speech version of a story and then addressed statements to one of the four protagonists of the story in a memory task. We found better source memory at the level of protagonist gender after indirect than direct speech (Exp. 1-3). When the story was rewritten to make the protagonists more distinctive, we also found an effect of speech type on source memory at the level of the individual, with better memory after indirect than direct speech (Exp. 3-4). Memory for the content of the story, however, was not influenced by speech type (Exp. 4). While previous research

showed that direct speech may enhance memory for how something was said, we conclude that indirect speech enhances memory for who said what.

Another study is also conducted by Ri Kuk-Chol, Ri Sun-Yong (2017), in this research focuses on some particular aspects of reported speech and analyses the common mistakes in using Reported Speech by Korean students. The authors aim to find out the common errors and then suggest some possible solutions to them. Error analysis has also provided insights about the second language acquisition process, which results in major changes in teaching practices. This leads to a greater understanding of the difficulties that Korean students, who aim to study English as a second language in learning English grammar.

B. Research Methodology

This research was conducted based on mix method. It means that the researcher analyzed the data which were taken from the students' errors in using subject, verb use and tenses, conjunctions and modals in converting direct to indirect speech. It is descriptive research which extracts data from real condition. Mixed method focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. Mixed methods research can be applied at the primary empirical study level as well as at the synthesis level(John W. Creswell, 2003). In a primary level mixed method study a researcher collects qualitative and quantitative data directly from the research participants, for example through interviews, observations, and questionnaires, and combines these diverse data in a single study.

C. RESULT AND DISCUSSION

This Chapter presents the analysis and interpretation of data gathered from the result of the examination administered to 30 students. Twenty-five items on the conversion of direct to indirect speech were given. This study focuses on identifying the common errors of the students in the conversion process. Common Errors Identified in the Conversion of Direct to Indirect Speech. The predominant difficulty of students in the examination based on the results in Table 1, is on verb use and tenses with 104 identified errors. Most students failed to use reporting words such as "claim," "suggest," "note," "observe," "inform," "ask," and the

like. They just focused on “say” and “tell.” Backshifting is mainly the problem on tenses. In English grammar, backshift is the changing of a present to a past tense following a past form of a reporting verb. This is also known as the sequence-of-tense- rule.

Some students did not backshift when it is logical to do it. There were also instances when they backshift even when not necessary or backshifting does. Teaching verbs and their tenses should be taught step by step. The teacher may design a lesson plan that requires more peer interaction in natural settings. Rules must be clearly explained, especially the rules on tenses, the use of modal verbs and conjunctions in converting direct to indirect speech, in a simple, understandable manner because learning a language occurs as a function of the learner’s level. The use of modal verbs was not much of a problem like the tenses and pronouns because they were only 23 identified errors. This may be attributed to the number of modal verbs which are easy to memorize. Furthermore, the rules are clear enough to be understood by Second Language Learners.

The conversion of the subject nouns to pronouns and to other forms in gender and in number is another common error of students with 60 identified mistakes. In some items, plural pronouns were made singular and vice versa. Evident in the test result is the error on gender, although the subject noun or pronoun is clearly a female reference. The least number of errors in the examination is the use of conjunctions as there were only 21 identified errors. The use of “if,” “whether,” and “whether or not” may have not been clear to them; hence, the errors. Time and place must often change when going from direct to indirect speech. Interestingly, the students did not commit any single error in changing time and place references

Table 1
Number of Common Errors in Converting Direct to Indirect Speech

Item Number	Subject (Noun to pronoun)	Verb use and Tenses	Conjunctions	Modals	Total
1	3	4			7
2	3	2			5
3	5	6			11
4	1	5		7	13
5	4	6	1	4	15
6	4	5		5	14
7	2	7			9
8	2	6	8	5	21
9	3	1			4
10	1	7		1	9
11	3	4	1		8
12	7	7			14
13	1	2			3
14	3	1			4
15	2	6			8
16	2	10	1	4	17
17		3		5	8
18		3		5	8
19		4	2		6
20	2	4	1		7
21	2	1	1		4
22		2	1		3
23	1	3			4
24	1	2	2		5
25	2	3	1		6
TOTAL	60	104	21	23	208

Based on the data, 30 students were given the examination on the conversion of direct speech to indirect speech. The 25-item test was administered and corrected by the researcher who tabulated the identified common errors of students in the areas: subject (noun and pronoun), verb use and tenses, conjunctions, and modals.

The result that is presented on Table 2 shows that the predominant common errors of students in the test is on verb use and tenses with 104 identified errors. The common errors lies on backshifting or transforming the tenses on

tense back. Some of the errors are in the use of reporting verbs.

The conversion of nouns to pronouns and pronouns to other pronouns was also a common errors with 60 identified errors. Some students failed to use the right gender of pronouns even though the nouns are evidently clear as to gender. In some items, the error was on the number in pronouns, which means that plural nouns should be transformed to plural pronouns. The use of modal verbs did not pose as much a problem like the tenses because there were only 23 identified errors. The least number of errors is on the use of conjunctions. These are only 21 identified errors along this common errors.

D. Conclusion

Based on the findings of the study, the following conclusions were arrived at:
1. Grade XI students manifested difficulties in converting direct speech to indirect speech especially in converting subject noun and pronoun to correct pronouns, verb use and tenses, use of conjunctions and modals. 2. Intervention measures are doable and may be effective for grammar learners in an EFL setting. 3. The Learning Kit entitled “Meeting of Minds” may provide a more enriching educational experience for teachers.

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Suci Budiwaty Faculty of Letters, Gunadarma University suci_budiwaty@staff.gunadarma.ac.id

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