

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN CONSTRUCTING
REPORTED SPEECH ON ENGLISH SENTENCES OF THE TWELFTH
GRADE OF MAN I EAST LAMPUNG**

By :

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H/ 2024 M**

**AN ANALYSIS OF STUDENTS DIFFICULTIES IN CONSTRUCTING
REPORTED SPEECH ON ENGLISH SENTENCES OF THE TWELFTH
GRADE OF MAN I EAST LAMPUNG**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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APPROVAL PAGE

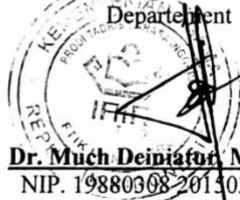
Title : AN ANALYSIS OF STUDENTS DIFFICULTIES IN
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SENTENCES OF THE TWELFTH GRADE OF MAN I
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikumWr.Wb.

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SENTENCES OF THE TWELFTH GRADE OF MAN 1 EAST
LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
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RATIFICATION PAGE

No. 8-4999/ln.20.1/D/PP.00.9/20/2024

An Undergraduate thesis entitled: THE EFFECTIVENESS OF USING PROBING PROMPTING TECHNIQUE IN READING COMPREHENSION AT TENTH GRADERS OF SMK MUHAMMADIYAH 1 METRO, Intan Kusuma Wardhani, student number 2001052007 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, 24th 2024 at 15.00-17.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Widhiya Ninsiana, M.Hum.	(.....)
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The Dean of Tarbiyah and Teaching Training Faculty



ABSTRACT

AN ANALYSIS OF STUDENTS DIFFICULTIES IN CONSTRUCTING REPORTED SPEECH ON ENGLISH SENTENCES OF THE TWELFTH GRADE OF MAN I EAST LAMPUNG

By:

Khusnawati Fajrin

The purpose of this research was to analyze the change of reported speech, the students difficulties in constructing reported speech, and the students ways to minimize the difficulties in constructing reported speech at twelfth grade of MAN 1 Lampung Timur. This research used qualitative method, included observation, interview, and documentation to collect data. Data analysis techniques in this research include data collection, data reduction, data presentation, and conclusion writing.

The researcher founded :1) Of the 32 student documents analyzed, 27 documents (84%) showed good ability in changing sentences. However, only 12 documents (37%) managed to change tenses and pronouns appropriately. In addition, 9 documents (28%) successfully changed time adverbs, and 6 documents (18%) changed place adverbs correctly. 2) 5 documents (15%) were found to have difficulties in changing tenses and pronouns, adding conjunctions and in sentence construction. 3) Some of the ways students minimize difficulties in constructing reported speech are by asking friends or teachers and also by looking for other sources of material such as the internet and other books.

It can be concluded that in this study no difficulties founded in constructing indirect sentences, indicated a good understanding of the concepts taught. This found indicates the effectiveness of the teaching method applied, as well as the students' ability to practically apply the knowledge gained. These results was expected to provide insights for future curriculum development and teaching strategies.

Keywords : *Reported Speech, English sentences*

ABSTRAK

ANALISIS KALIMAT TIDAK LANGSUNG SISWA PADA KALIMAT BAHASA INGGRIS KELAS DUA BELAS MAN I LAMPUNG TIMUR

Oleh :

KHUSNAWATI FAJRIN

Tujuan dari penelitian ini adalah untuk menganalisis bentuk perubahan kalimat tidak langsung, menganalisis kesulitan yang dihadapi dalam mengkonstruksikan kalimat tidak langsung, mengetahui cara siswa meminimalisir kesulitan dalam mengkonstruksikan kalimat tidak langsung pada siswa kelas XII di MAN 1 Lampung Timur. Penelitian ini menggunakan metode kualitatif, termasuk observasi, wawancara, dan dokumentasi untuk mengumpulkan data. Teknik analisis data dalam penelitian ini meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Temuan penelitian ini adalah :1) Dari 32 dokumen siswa yang dianalisis, 27 dokumen (84%) menunjukkan kemampuan baik dalam mengubah kalimat. Namun, hanya 12 dokumen (37%) yang berhasil mengubah tenses dan pronouns dengan tepat. Selain itu, 9 dokumen (28%) berhasil mengubah adverbial waktu, dan 6 dokumen (18%) mengubah adverbial tempat dengan benar. 2) Ditemukan 5 dokumen(15%) mengalami kesulitan pada perubahan tenses dan pronoun, penambahan kata hubung dan pada penyusunan kalimat. 3) Beberapa cara siswa meminimalisir kesulitan dalam mengkonstruksikan reported speech yakni dengan bertanya kepada teman atau kepada guru dan juga dengan mencari sumber materi lain seperti pada internet dan buku lain.

Dapat disimpulkan bahwa pada penelitian ini tidak ditemukan kesulitan siswa dalam mengkonstruksikan kalimat tidak langsung, menandakan pemahaman yang baik terhadap konsep yang diajarkan. Temuan ini mengindikasikan efektivitas metode pengajaran yang diterapkan, serta kemampuan siswa untuk menerapkan pengetahuan yang diperoleh secara praktis. Hasil ini diharapkan dapat memberikan wawasan bagi pengembangan kurikulum dan strategi pengajaran di masa mendatang.

Kata Kunci: *Kalimat Tidak Langsung, Kalimat Bahasa Inggris*

STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, 18 October 2024
The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang merujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 18 Oktober 2024
Mahasiswa ybs,



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MOTTO

*Patience is two tigers
Patience for what you want, and patience for what you Don want.*

-Ali bin Abi Thalib-

DEDICATION PAGE

Gratitude to Allah SWT who always bestows His grace and gifts to continue to accompany my steps in achieved the ideals and succeeded of this research. All my struggles up to this point I dedicate to the two most precious people in my life. Life becomes so easy and smooth when we have parents who understand us better than ourselves. Thank you for being the perfect parents. For this simple work, I dedicate it to:

1. My beloved mother Rodhiatun Hasanah who always provides support, affection and becomes my wonder woman, then for my great Father Heri Kustoyo who always accompany and guide researcher at this moment, thank you very much for your love and affection.
2. My beloved brother Faza Ahmad Darmawan and my family who also always support me for the completion of this thesis.
3. My best friends who always accompany, help, and remember me (Wulan Nur Andini, Eni Yusmita) hopefully we can achieve our dreams together.

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First of all, all praised and thanks to Allah the most gracious, the most merciful so the researcher finished this undergraduate thesis entitled **“AN ANALYSIS OF STUDENTS DIFFICULTIES IN CONSTRUCTING REPORTED SPEECH ON ENGLISH SENTENCES OF THE TWELFTH GRADE OF MAN I EAST LAMPUNG”**. Shalawat and salam may always be given to the prophet Muhammad saw. the last messenger of Allah who always inspired us to enter God’s paradise.

In addition, this research would not have been successful without support, guided, adviced, assistanced, encouragement. For this researcher would like to thank :

1. Prof. Dr. Siti Nurjanah, M.Ag, as Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
3. Dr. Much Deiniatur, M.Pd.B.I, as Head of the Departement of English Education.
4. Dr. Widhiya Ninsiana, M.Hum, as the sponsor who is always patient in guiding, providing insight, and motivating. Give plenty of time to the author to complete this thesis as well.
5. All lecturers of English Study Program of Metro Islamic Institute.
6. The big family of English education program 2020.

The researcher realized that this undergraduate thesis was still far from perfection. Constructive criticism and suggestions are greatly appreciated. Hopefully this undergraduate thesis is useful for readers.

Metro, Oct 18th 2024
The Researcher



KHUSNAWATI FAJRIN
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CHAPTER I

INTRODUCTION

A. Background of Study

Learned the science of language one of the best endeavors in studied knowledge. Where we try to understand the language of others in order to communicate with each other and more importantly to maintain unity and tolerance between various countries with international languages or languages agreed upon as world languages in order to communicate well even from countries and languages that are not known at all.¹

Then in Indonesia it self, English applied in subjects. In schools, English has been studied as a foreign language. EFL describes a situation where students learn English to use it with other English speakers in the world. There are four main skills of English language are listening, reading speaking and writing. And that are divided into two categories : productive skills and receptive skills. Writing and speaking are considered productive skills, while reading and listening are considered receptive skills.

One of the four basic skills that writing. As students interact with others at the school level, they learn to communicate in writing. Compared to other language skills, writing ability is more complicated. Even a native English speaker can have difficulty in complicated situations. Basically, writing skills require systematic and planned presentation of thoughts. To improve academic

¹ Jeremy Harmer, "The Practice of English Language Teaching," in *Curriculum Inquiry*, vol. 17, 1987, 293–318.

performance and participation in activities related to written presentation, advanced writing skills are essential.²

Writing is a skill that must also be mastered. There are several problems in the process of writing a text in English, such as : linguistic factors that are evident to most students proficiency in writing the correct structure. Than other factor that is big influence is the problem of students in mastering the form of English, structure, grammar which is very important for the effectiveness of communicating in writing. And the last factor is the idea factor. This factor is very concerned about what students included in writing. Students often lose ideas in writing, one of them is because they are confused in matching grammar.

In this case researcher analyzed students writing about reported speech. Reported Speech is the way we convey our own words or the words of other. The art of talking about what someone have said in the past is known as narration. Another name of narration is direct indirect speech.

Reported speech have two types namely : direct speech and indirect speech. Direct speech is a sentence spoken by someone directly and if you convey the speech in writing then the sentence should be put in quotation marks. Meanwhile Indirect Speech is news or a message that someone conveys to the person they are talking to. This news is called indirect and if it

² Muhammad Javed, Wu Xiao Juan, and Saima Nazli, "A Study of Students' Assessment in Writing Skills of the English Language," *International Journal of Instruction* 6, no. 2 (2013): 129–44.

is conveyed in written form then without given a comma.³ Reported speech in one of the grammar subjects requires students need to convert direct sentences into indirect sentences. Reported speech is divided into three types : statement, question and imperative sentence. In reported speech, students need to understand the changes of tense, pronoun, and adverb of time or place.

Researcher was conduct of pre survey on December 2nd, 2023 of the twelfth grade by interview with an English teacher, the researcher got the data, namely : The students have difficulties in constructing reported speech in English sentence, the students have not understood to change the direct into indirect speech, the students have not understood the concept of reported speech, the students have low interest in reported speech, the students have low score in writing.

Referring to the problems above, the researcher assumes that there are several students' difficulties in constructing reported speech, in this case the researcher analyzes the changes of reported speech, the students' difficulties in constructing reported speech, and the students way to minimize the difficulties. So, researcher took title : "An Analysis Of Students Difficulties in Constructing Reported Speech On English Sentences Of The Twelfth Grade Of MAN I East Lampung."

³ Maria Gabrielis Gerhanawati, Deddy Sofyan, and Istiqlaliah Nurul Hidayati, "Students ' Errors In Constructing Reported Speech By The Students of English Education Study Program , Faculty of Teacher Training and Educational Sciences , Pakuan University The Lecturer of English Education Study Program , Faculty of Teacher Training" (Pakuan University, 2019).

B. Problem Identification

Based on the background of the study, the researcher identified several research problems, including the following :

1. The students have difficulties in constructing reported speech.
2. The students have not understood to change direct into indirect speech.
3. The students have not understood the concept of reported speech.
4. The students have low interest in reported speech.

C. Research Focus

This research focused on number 1, that is, the student's have difficulties in constructing reported speech in English sentence at twelfth grade of MAN I East Lampung.

D. Research Question

1. How is the change reported speech in English sentences of the twelfth grade of MAN I East Lampung ?
2. What are the students difficulties in constructing reported speech in English sentence of twelfth grade of MAN I East Lampung ?
3. How the students way to minimize the difficulties in constructing reported speech in English sentence of twelfth grade of MAN I East Lampung ?

E. Objective and Benefit or the Study

1. Objective of Study

- a. To know the change reported speech in English sentences of the twelfth grade of MAN I East Lampung.
- b. To know students difficulties in constructing reported speech.
- c. To know the students way to minimize the difficulties in constructing reported speech.

2. Benefit of the study

Researcher hopefully this research useful to the students, teachers, and other researchers. The benefit of this research include :

a. For the Student

The result of this research as the students additional insight in reported speech and make the students would be more interested and motivated in writing.

b. For the Teacher

The result of this research as the contribution for the teacher in order to applied write a text in teaching writing, especially reported speech as well as can make it easier for teachers to teach writing on reported speech.

c. For the other Research

For the other research this research subject hopefully can help to add the literature and indicators to develop skills in research and make evaluation material.

F. Prior Research

This research conducted by considering several prior researches. The first prior research was conducted by Belinda Yunita entitled “An Analysis of The Third Year Students’ Difficulties in Transforming Quoted Speech to Reported Speech at English Departement in Bung Hatt University”. The subject of this research is the third year students of English Departement of FKIP Bung Hatta University. The research method used in this reseach is descriptive method. The objective of the research is to find students difficulties in transforming quoted speech to reported speech in Tense changing, pronoun changing, and time changing. The result of the research pointed out that there was several students difficulties in transforming the quote speech to the reported speech that are : students had difficulties in time changing about (75%) population in transforming Simple Present Tense to Simple Past Tense, students faced difficulties in time changing about (85%) in transforming Present Continuous Tense to Past Continuous Tense, students had difficulties in tense changing about (50%) in transforming Present Perfect Tense to Past Perfect Tense.⁴

The second prior research is the Journal by Henneke Bot research entitled “Dialogue Interpreting as a Specific Case of Reported speech”. The result of this research that reports on what is often referred to as “ translating in the first person” or retaining the perspective of person as an aspect of

⁴ Belinda Yunita et al., “An Analysis Of The Third Year Students’ Difficulties In Transforming Quoted Speech To Reported Speech At English Departement In Bung Hatta University,” *Bung Hatta University* 4, no. 2 (2018).

consecutive interpreting that generates attention whenever the quality of interpreting is being considered.⁵ The main finding is about maintaining the first person perspective in interpretation, which is important in assessing the quality of interpretation.

The third prior research conducted on a journal by Doris Ravotas and Carol Berkenkotter entitled "Voice in the text : The uses of reported speech in a Psychotherapist's Notes and Initial Assessment". The subject of this research are therapist's notes written during a therapy session. The objective of this research is to recontextualize the information provided by the client into an institutionally accountable report. This assessment, designed to give the reader a clear picture of the client's problems, justifies the therapist's diagnosis of mental disorder which in turn, supports the therapist's treatment options.⁶ This research focused on the use of reported speech in therapist notes.

The differences among this research and the relevant studies above is in the method and the purpose of the research itself. While the similarity of some of them is the use of reported speech which is the topic of the problem in the research. Although there are some similarities, our research differs in the research methods and objectives. While the previous research focused more on analyzing students difficulties and aspects of language interpretation, this research focused more on the change of reported speech, the students

⁵ Hanneke Bot, "Dialogue Interpreting as a Specific Case of Reported Speech," *John Benjamins E-Platform Db*, 2005.

⁶ Doris Ravotas and Carol Berkenkotter, "Voices in the Text: The Uses of Reported Speech in a Psychotherapist's Notes and Initial Assessments," *De Gruyter Mouton*, 2009.

difficulties in constructing reported speech, and the students way to minimize the difficulties in constructing reported speech in English sentence at the twelfth grade of MAN I East Lampung.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reported Speech

1. Definition of Reported Speech

Reported speech that the change of direct speech sentence into indirect speech sentence. Typically, reported speech used to reiterate what someone else has said. Direct communication that is transformed into reported speech can take the shape of an imperative, a statement, a yes-or-no question, or an informational query. When we quote someone's words, we use direct speech. And in indirect speech, we convey meaning in our own word and perspective, where indirect speech is the object of the reporting verbs said and claim⁷.

You can alter someone's words in a reported speech sentence to make it clearer to the listener. Reported speech, sometimes referred to as indirect speech, is a means of communicating ideas through remarks, queries, and other phrases that alter the speech's structure and make it easier for the reader to understand. Reported speech also often report to :

- a. Give someone a telephone message.

Example : Mustofa said that he couldn't come today because he was an importing project.

⁷ Stef Spronck and Daniela Casartelli, "In a Manner of Speaking: How Reported Speech May Have Shaped Grammar," *Frontiers in Communication* 6, no. September (2021): 1–22.

- b. Tell someone news that we heard from someone else.

Example : Sani told me that she married tomorrow

- c. To report something that happened.

Example : Aliya said that she was stuck in traffic and she missed her train.

Basically, you can change direct speech into reported speech by change pronouns, remove quotations, remove capital letters, change time references (time indicated in the conversation), and/or add if to turn a direct speech into a reported speech.⁸

Reported Speech is a sentence spoken by someone directly and if you convey the speech in writing then the sentence should be put in quotation marks. Meanwhile Indirect Speech is news or a message that someone conveys to the person they are talking to. This news is called indirect and if it is conveyed in written form then without given a comma.⁹ Reporting / indirect speech verbs can be used with either a **that + clause** or a **wh (why, what, where, which, whom, when) + clause**.

Example :

- 1) Direct speech : **Ihwan says to me** : “*you are my best friend*”

Indirect speech : **Ihwan says to me** that *I am his best friend*

- 2) Direct speech : Jony asked : “the basecamp so quiet”

Indirect speech : He wondered why it was so quiet

⁸ Gema Buana Dwi Saputra, “Reported Speech : Definition, Formula, and Example,” *Gramedia*, 2023.

⁹ Yunita et al., “An Analysis Of The Third Year Students’ Difficulties In Transforming Quoted Speech To Reported Speech At English Departement In Bung Hatta University.”

Both of direct and indirect speech are consist of main clause and clause. Where on the text above that main clause (introduce phrase) seen like italic sentence and clause (reported words) seen like bold sentence above. And the word that underlined is an indirect verb/verb of reporting.

2. The Kind of Reported Speech¹⁰

a. Statement

In satement context, the clause text changed if the main clause is a part of past tense. If the main clause is part of present tense and future tense, the clause text was not be change.

Example :

Present tense

- 1) Direct speech : My mom says “ I love you “
- 2) Indirect speech : My mom says that she loves me

Past tense

- 1) Direct speech : My mom said “I kick my pet”
- 2) Indirect speech : My mom said that she kicked her pet.

b. Interrogative/Question

There are two types of questions in reported speech, that are :

- 1) Start with question word such as 5W+1H (Who, Where,Who, When, Why, and How).

Here the question word the conjunction between main clause and clause.

¹⁰ John Eastwood, “Oxford Learners Pocket Grammar” (New York: oxford university press, 2008), 330–41.

Example :

- a) Direct speech : She asked me “What are you doing?”
 - b) indirect speech : She asked me what I was doing.
- 2) Question *Yes* or *No*.

Interrogative sentences beginning with a helping verb are changed into the indirect speech by using “*Yes*” or “*No*” to answering. And using connective *If / Whether* as the conjunction between main clause and clause.

Example :

- a) Direct speech : They asked me “are you happy?”
- b) Indirect speech : They asked me if I was happy.

c. Imperative

There are several types of sentence which expresses, namely command/order, forbidding, request, advice or suggestion.

1) Command / Order

The sentences which expresses some command or order, here usually need to add conjunction “to” in this case of the text.

Example :

- a) Direct speech : “Open the window” she asked me

Indirect speech : She asked me to open the window.

- b) Direct speech : “Please don’t be sad” They asked me

Indirect speech : They asked me not to be sad.

2) Forbidding

The sentences which expresses some forbidding .

Example :

- a) Direct speech : The teacher said to us, “Do not make a noise”
- b) Indirect speech : The teacher forbade us to make a noise.

3) Request

The sentences which expresses some request. It seen like order but this is request.

Example :

- a) Direct speech : Diandra said to Hilmi, “please leave me alone”
- b) Indirect speech : Diandra requested Hilmi to leave her alone.

4) Advice or Suggestion

The senteces which offers some Advice or Suggestion.

Example :

- a) Direct speech : I said to her, “love and obey your parents “
- b) Indirect speech : I advised her to love and obey her parents.
- c) Direct speech : Hanna said to us, “Hurry back to home it’s going to rain soon”
- d) Indirect speech : Hnna suggested us to hurry back home because it’s going to rain soon.

d. Modal verbs

When there is a modals verb in a statement that we want to report, this modal verb sometime changes and sometimes remains unchanges. And when it should be change, the changes just on modal verbs.

- 1) The modal verbs *Will, Can, May* change to *would, could, might*.

Example :

- a) Direct speech : She said “We will be late”
- b) indirect speech : She said we would be late.

- 2) The modal verb *Must* can be the same or change to *have to*.

Example:

- a) Direct speech : Sarah said “I must go now”
- b) Indirect speech : Sarah said she must go / she had to go

- 3) The modale verbs *Would, Could, Should, Might, Ought to, Had better, and Used to* usually do not change in indirect speech.

Example :

- a) Direct speech : He said “I could help
- b) Indirect speech : He said he could help.

3. Changes in reported speech

Imagine someday John invited Jane to go yesterday. John said to jane, “we will go ride by motorcycle tomorrow ”. Then Jane asked John, “where are we going?” I replied, “we’ll go to my uncle’s house”. When arrived home The day when John invited Jane, Jane asked for her

mam permission, “mam, John was invited me that I was invited to his uncle’s house the next day”. Mam replied, “It’s okay dear, just going on” When we arrived, my uncle was drying clothes. When we met, uncle said, “I miss you”. Then uncle asked, “whom do you invite?” I replied, “I invite my friend”. Then my uncle asked, “what is your name?” my friend replied, “my name is Jane”

From the story above there is a moment when Jane ask his mam for permission :

“mam, John was invited me that I was invited to his uncle’s house the next day”.

Now the speaker is different person, here Jane convey John’s invitation to her mam. The sentence that Jane said to her mam also different from what has been conveyed by John, but still with the same intention. The difference that occurs is in the time of delivery, which affects the tenses that were previously future turned into past : “we will go ride by motorcycle tomorrow”(John mean invites Jane to his uncle’s hous) turned to : “mam, John would invited me that I was invited to his uncle’s house the next day”. Then thus changing the time signal that delivered by John *Tomorrow* turned to *The next day* when delivered by Jane.

From the story above there are several changes from direct speech to indirect speech, so here the student helped to knowing in change of pace

direct and indirect speech.¹¹ In changing tenses, subject, object, and time signal by the following tables:

Table 2.1
Time expression change in reported speech¹²

Direct	Indirect
Now	Then
Today	That day
Tonight	That night
Yesterday	The day before
Tomorrow	The next day
This week / month / year	The week / month / year
Last week / month / year	The previous week / month / year
Next week / month / year	The following week / month / year
Two weeks / month / year ago	Two weeks / months / years before

If something is reported at the same time, we may not need to change the word time. But if something is reported at a different time, we must change the word time. For example :

Direct speech : he said “I’m going to library **today**”

Indirect speech : he said that he was going to library **that day**

Table 2.2
Place change in direct and indirect speech

Direct	Indirect
Here	There, in (mention the place)
This	That
In this room	In the room, in that room, in the kitchen

¹¹ Yunita et al., “An Analysis Of The Third Year Students’ Difficulties In Transforming Quoted Speech To Reported Speech At English Departement In Bung Hatta University.”

¹² Tina B Broukal, Milada carver, *Grammar Form and Funtion* (New York: McGraw-Hill, 2005).

When reporting something, we do not need to change the word place if we are in the same location. However, if we are in different locations, we need to change the word place.

For example :

Direct speech : He said, “it is cold in **here**”

Indirect speech : He said that it was cold in **there**

Table 2.3
Tense change in direct and indirect speech¹³

Direct	Indirect
Present tense	Past tense
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Past tense	Past perfect
Past continuous	Past perfect continuous
Past perfect	Past perfect
Past perfect continuous	Past perfect continuous
Future tense	Past future
Future continuous	Past future continuous
Future perfect	Past future perfect
Future perfect continuous	Future perfect continuous

Several rule to changes tense the sentence of reported speech :

- a. To report recent utterances, we can employ a present tense verbal reconstruction technique. We do not change the tense in this instance.

For example :

Direct speech : my mom says “ I **kick** my feet”

Indirect speech : my mom says that she **kick** her feet

¹³ Heldin Manurung, *Learners English Grammar* (Bogor: great media, 2011).

- b. Even when we report recent statements, the verb report is frequently in the past tense. In indirect discourse, we frequently switch from present to past tense. For the example :

Direct speech : **he said**, “ I’**m** hungry”

Indirect speech : he said he **was** hungry

Table 2.4
Subject pronouns change in direct and indirect speech

Direct	Indirect
I	He, She
You (singular)	I, He, She
We	They
You (plural)	We, They

For example :

Direct speech : He ask me “do **you** like swimming?”

Indirect speech : he ask me that **I** liked swimming.

Table 2.5
Object pronouns change in direct and indirect

Direct	Indirect
Me	Him, Her
You (singular)	Me, Him, Her
Us	Us, Them
You (plural)	Us, Them

The rules for changing pronouns in reported speech are simple :

- 1) If the the original pronounce is in the first person, you should change the pronoun to the third person.
- 2) If the original pronounce is in the second person, you should change the pronoun to the third person.

- 3) If the original pronoun is in the third person, you don't need to change the pronoun.

For example :

Direct speech : She ask me “ Do you love me?”

Indirect speech : She asked me that Ilove her

Table 2.6
Possessive pronouns change in direct and indirect speech

Direct	Indirect
My	His, Her
Your (singular)	My, His, Her
Our	Their
Your (plural)	Our, Their

Both the pronoun and the possessives might change when you report something has said.

For example :

Direct speech : My mom said “I feed my cat”

Indirect speech : My mom said that she feed her cat

Table 2.7
Modals Verb Change in Direct and Indirect Speech

Direct Modals	Reported Modals
Can	Could
May	Might
Shall	Should
Will	Would
Must	had to / have to / stay the same
Could	Stay the same
Should	Stay the same
Might	Stay the same

We wish to report whether a statement has a modal verb. This modal verb sometimes changes and is unchanged at times.

For Example :

Direct speech : My aunt said, “ I **will** not Work today”

Indirect speech : My aunt said that she **would** not work today

4. Student’s Difficulties in Constructing Reported Speech

When someone converted another person's words in indirect speech, they typically adjust the tenses and pronouns from the direct speech. Additionally, various modifications are made when converting direct speech to indirect speech. If the reporting time is after the time of the original statement, there is usually a shift in verb forms, known as backshift. The resulting correlation of verb forms between the reporting and reported clauses is referred to as the sequence of tense.¹⁴

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. In other words, when one turns a direct speech into reported speech, the following changes are necessary: tenses,

¹⁴ Cut Dhira Miranti, “Students ’ Difficulties in Learning Reported Speech,” *Thesis*, 2020.

pronouns, possessive adjective, adverbs of time and place change as in statements. In the same way, 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. 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. 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 METHOD

A. The Characteristics and Types of the Research

This research used qualitative research which is a means of investigated and understood the significance of individuals in groups considered to have social or human problem.¹⁵ The research processed included emergent questions and procedure, data typically collected in participant settings, inductive analysis of the participants construction of data around common themes, and researcher interpretation of the meaning of the data. The final written report has a flexibel structure.¹⁶

In line with the explanation above researcher conducted this research being qualitative research by analyzed students documentation and interviewed the students, the purpose of this research was to know the change of reported speech, the students difficulties in constructing reported speech in english sentence, and the students way to minimize the difficulties in constructing reported speech at the twelfth grade of MAN I East Lampung.

B. Data Resources

Data is information or facts used in argument or decision to answer a research question. The source of data in research is the subject whose data can

¹⁵ Jon Swain, *A Hybrid Approach to Thematic Analysis in Qualitative Research: Using a Practical Example* (2018).

¹⁶ John w. Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Third Edition," *New Delhi: Sage Publications*, no. 4 (2003).

be collected for research purposes.¹⁷ In this research the researcher divided into two items, they are Primary and Secondary.

1. Primary Source

Primary source are the original materials on which the research is based. In this the primary source is students documentation in reported speech of twelfth grade of MAN I East Lampung.

2. Secondary Source

Secondary source offer interpretation or analysis based on primary source. Secondary source in this research are journals, e-books and articles related to the research, namely : Oxford Learners Pocket Grammar, a research by Belinnda Yunita, a thesis by Cut Dhira Miranti etc.

C. Data Collection Technique

In qualitative research, data collection techniques primarily focus on gathering rich, in-depth information through various methods that allow for exploration and understanding of the participants experiences, perspectives, and context. There are several methods of data collection in qualitative research, namely documentation, interviews, surveys, focus group discussion, observation, participatory arrangement and qualitative audio-visual material.¹⁸

Here researcher collet the data by :

¹⁷ Suharsimi Arikunto, *Research Management* (Jakarta: Rineka Cipta, 2016).

¹⁸ I Gusti Ayu Agung Omika DEWI, "Understanding Data Collection Methods in Qualitative Research: The Perspective Of Interpretive Accounting Research," *Journal of Tourism Economics and Policy* 1, no. 1 (2022): 23–34.

1. Documentation

Researcher used documentation as one of the data collection techniques, where the data was taken from students documentation in reported speech of twelfth of MAN I East Lampung.

2. Interview

Interviewed systematic and organized conversations conducted by researchers as interviewers with a number of people as respondents or interviewees to obtain a number of information related to the problem under research. In this chance, researcher conduct interview with the students of twelfth grade of MAN I East Lampung. From the students researcher would be asking about the student ways in minimize the difficulties in constructing reported speech.

3. Observation

Observation is an activity of careful of a particular object directly at the location of the research. In addition, observation also included recorded activities carried out systematically about all the symptoms of the object under study. Besides that researchers also made observation of previous research about reported speech to understand the current state of knowledge in the field, which can help in adding information on reported speech.

D. Data Analysis Technique

According to Miles, there were three main components used to analyze data in this research: data reduction, data presentation, and conclusion drawn or verification as an interview made before, during, and after parallel data collection. This process is known as analysis.¹⁹

1. Data reduction were the process of selecting, that focusing on simplifying, abstracting, and transforming “rough” data derived from written field notes and the results of data collection. The researcher was simplify the data obtained by taking some document that is detected to have students difficulties in constructing report speech.
2. Data presentation, which were defined as a set of information organized in a way that allows for made conclusions and taking action. The researcher presented data from the reduction of recording the students documentation and interviews with students of reported speech.
3. Drawn conclusions or verification, after going through the process of data reduction and data presentation, the last stage that is passed in analyzed data were drawn conclusions. Researcher was draw conclusion or verification is used to concludde the research results.

¹⁹ Johnny Saldana Matthew B. Miles, A. Michael Huberman, *Qualitative Data Analysis*, ed. Fourth Edition (USA: Arizona State University, 2019).

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Data

1. The History of MAN I Lampung Timur

MAN I East Lampung was established in 1968, initially this Madrasah was named Preparatory School of State Islamic Institute (SPIAIN) Metro. This Madrasah was established by the spirit of the Central Lampung Muslim community to have a high school level school characterized by Islamic Religion.

In 1970, this Madrasah was transformed into Madrasah Aliyah Agama Islam Negeri (MAAIN) Persiapan, by connecting to MAAIN Tanjung Karang which is now turned into MAN 1 Bandar Lampung.

In 1978, this Madrasah was transformed into Madrasah Aliyah Negeri (MAN) Metro Central Lampung, based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number: Date November 30, 1978.

In 1982, during the leadership of Hi. SANURI, BA, MAN Metro was able to buy a piece of land of 1000 m² and build a building on it. So that in 1983, MAN Metro moved to the location of MIN Metro to a new location in Banjarrejo Village 38B Batanghari Central Lampung Regency.

In 1992, during the leadership of MACHRUDI, MAN 1 Metro Central Lampung developed a Boarding School education pattern called Madrasah Aliyah Kelas Khusus (MAKK). All students who enter the

MAKK selection are required to live in the dormitory (pondok). MAKK was born on the premise that the ability of MAN 1 Metro students can study more intensively and compete with other schools and MAN 1 Metro alumni can be more to enter the favorite universities, both at home and abroad. On this basis, MAN 1 Metro Central Lampung developed a boarding school education pattern until now.

In 1999, Central Lampung Regency was divided into Central Lampung Regency, East Lampung and Metro City, so MAN 1 Metro Central Lampung was included in the Batanghari District of East Lampung Regency, so it became MAN 1 Metro East Lampung.

In 2005, during the leadership of Drs. H. Moh. Luthfie 'Aziz Hf, MAKK (Boarding School) MAN 1 Metro received a charter for the establishment of an Islamic Boarding School under the name Pondok Modern AL-KAHFI Banjarrejo. The granting of this boarding school charter is with the hope that the boarding school class at MAN 1 Metro East Lampung received more support and attention from the community, local government and central government as well as favorite universities in selecting outstanding students and supporting facilities for learning activities.

The name MAN 1 Lampung Timur was officially used since September 17, 2014 based on KMA No. 157 of 2014 which was originally MAN 1 Metro Lampung Timur.)Download KMA 157 2014 on Madrasah Name Change

The leadership of MAN 1 Lampung Timur was continued by Drs. H. Imam Sakroni definitively on February 6, 2016, previously led by Drs. H. Muh. Luthfie Aziz who retired.

Starting in 2021, the leadership of MAN 1 Lampung Timur was continued by Mr. Haji Rubangi, M.PdI, until now. In an effort to improve the quality of education at Madrasah Aliyah Negeri (MAN) 1 Lampung Timur, Mr. Haji Rubangi has officially set a new vision and mission that aims to create a harmonious and quality madrasah environment. With the theme "Rukun Warganya Maju Madrasahnya," Mr. Haji Rubangi is committed to bringing MAN 1 Lampung Timur to become a superior educational institution in the region.²⁰

a. Vision and Mission of MAN East Lampung

1) Vision

“Moral Character, Excellence in Achievement, Professional and Religious”.

2) Mision

“Discipline in work, realizing family management, cooperation, excellent service by increasing friendship (ukhuwah islamiyah)”.

The elaborate of the above mission includes :

- 1) Carry out effective learning and guidance so that each students develops optimally, according to their potential.
- 2) Fostering spirit of excellence intensively to all school members.

²⁰ Taken from <https://man1lampungtimur.sch.id> accessed on May 20th, 2024

- 3) Encourage and help each students to recognize his/her potential, so that it can develop optimally.
- 4) Growing and encouraging excellence in the application of science, technology and art.
- 5) Fostering the appreciation and practice of the teaching of islam and good national culture so as to realize competent students.
- 6) Creating graduates who are qualified, accomplished, have high morals, and are devoted to Allah SWT.

2. The Quantities of Students at MAN 1 East Lampung

The quantities of students at MAN 1 East Lampung are 909 students that can be identified as follows :

Table 4.1
The Quantities of Students

Class X	120	191	311
Class XI	94	210	304
Class XII	92	202	294
Total			909

Table 4.2
The Quantities of Twelfth grade Science 2

NO	NAMASISWA	L/P
1	Aldi Mustofa	L
2	Aldo Mustofa	L
3	Aqilah Nasya Diningrat	P
4	Aqilla Tia Putri	P
5	Artika Jhunio Pirta	P

6	Chavia Rainada Asyifa	P
7	Cynthia Alawiyah Aziz	P
8	Davin Akbar Fulvian Indriyani	L
9	Dian Arianti	P
10	Fanny Laviqnia Lova	P
11	Fazlur Yazid	L
12	Fhasya Aura Setiawan	P
13	Fildza Salshabila Nur	P
14	Fina Rahma Auliya	P
15	Ghaitsa Zahira Maida Shofa	P
16	Ikfi Maulidaa Salsabila Al Azizy	P
17	Indah Kusuma Ningdewi	P
18	Krisna Dipayana	L
19	M Azka Saljul Fikri	L
20	Marisa Rahma Asyifa	P
21	May Surya Beni Juliasari	P
22	Merli Selvi Liani	P
23	Mareno Saputra	L
24	Muhammad Alif Fajri	L
25	Muhammad Ridho Nur Aziz	L
26	Nayla Syawa Pandan Sari	P
27	Nurul Intan	P
28	Rahma Aulia	P
29	Raihanah Nasywa Azzahra	P
30	Ria Amelia Putri	P
31	Salma Nur Aini	P
32	Sesilia Widya Pratiwi	P
	LAKI-LAKI	9
	PEREMPUAN	23
	JUMLAH	32

B. Description of Data Analysis

1. The change of reported speech

Reported speech were the change of direct speech sentence into indirect speech sentence. Typically, reported speech used to reiterate what someone else has said. Direct communication that is changed into reported speech can take the shape of a statement, an imperative, a yes-or-no question, or modal verbs. When we quote someone's words, we use direct speech. And in indirect speech, we convey meaning in our own word and perspective, where indirect speech is the object of the reporting verbs said and claim.

In Broukal's theory, there are 5 forms of reported speech changes, including : tenses changes, pronoun changes, time changes, place information changes, and modal verb changes. Out of 32 data collected by the researcher, 27 document have successfully made changes in the form of reported speech, and 5 others have difficulty in constructing it. The following is the data of document who have made changes properly and correctly :

Table 4.3

Students documentation changes of reported speech

Document	Direct	Indirect	The change reported speech
Document 1	Thomas said, "I <u>have</u> finished my lunch"	He said that <u>he had</u> finished his lunch.	

Document 2	Jennifer told to me, “ <u>I will not</u> go swimming with you”	She said to me that <u>she wouldn't</u> go swimming with me.	Changes of tenses and Pronoun
Document 3	Martha said, “ <u>I can</u> speak Spanish fluently”	Martha said that <u>she could</u> speak Spanish fluently.	
Document 4	Saleh told me, “ <u>I cook</u> pasta”	Saleh told me that <u>he cooked</u> pasta.	
Document 5	Andrea said, “ <u>I will</u> go to the museum”	Andrea said that <u>she would</u> go to the museum.	
Document 6	My new partner gym asked me, “where do <u>you work</u> ?”	My new partner gym asked me where <u>I worked</u> .	
Document 7	She asked, “Do <u>you miss</u> me?”	She asked if <u>I missed</u> her.	
Document 8	He asked me, “Do <u>you speak</u> Spanish?”	He asked me if <u>I spoke</u> Spanish.	
Document 9	She said, “ <u>I will</u> see <u>you</u> soon”	She said that <u>she would</u> see <u>me</u> soon.	
Document 10	Juan said, “ <u>I would</u> love to, but <u>I can't</u> ”	Juan said that <u>he would</u> love to, but <u>he can't</u> .	
Document 11	Andre said to his teacher, “Pardon <u>me</u> , Mam”	Andre begged his teacher to pardon <u>him</u> .	
Document 12	Doni said, “Don't move a muscle until <u>I give you</u> permission”	Doni told me not to move a muscle until <u>he gave me</u> permission.	

Document13	Henry said, “I should go to the gym <u>tomorrow</u> ”	Henry said that he should go to the gym <u>the next day</u> .	Changes of Time
Document 14	Henny asked me, “Do you live with your family <u>now</u> ?”	Henny asked me if I lived with my family <u>then</u> .	
Document 15	Jean said, “Let us enjoy ourselves for <u>tonight</u> ”	Jean proposed that we should enjoy ourselves for <u>that night</u> .	
Document 16	Joe said to Elli, “Come to my birthday party <u>next week</u> , please”	Joe requested Elli to come to his birthday party <u>the following week</u> .	
Document 17	My professor said to me, “You must finish the article <u>next month</u> ”	My professor advised me to finish the article <u>the following month</u> .	
Document 18	My friend asked me, “Wil you come to my party <u>tonight</u> ?”	My friend asked me if I would go to his party <u>that night</u> .	
Document 19	Anton said to his sister, “Finish your meal <u>now</u> !”	He said to his sister to finish her meal <u>then</u> .	
Document 20	<u>Yesterday</u> he said to me, “ Please help me”	<u>the day before</u> he requested me to help him.	
Document 21	I said to my brother, “Go away <u>now</u> !”	I told my brother to go away <u>then</u> .	
Document 22	Someone asked me, “Where is the	Someone asked me	

	nearest bank <u>here</u> ”	where the nearest bank was <u>there</u> .	Changes of Place
Document 23	He asked me, “What are you doing <u>in this room</u> ?”	He asked me what am I doing in <u>that kitchen</u> .	
Document 24	My friend asked me, “What are you reading <u>here</u> ?”	My friend asked me what I was reading in <u>train station</u> .	
Document 25	My father said to my mom, “Don’t throw the trash <u>here</u> ”	My father forbade to my mom not to throw the trash <u>there</u> .	
Document 26	She asked me, “Are you workiing <u>here</u> ?”	She asked me if I was working <u>there</u> .	
Document 27	Aliya asked me “Can you help me to take my homework book <u>in there</u> ?”	Aliya asked me if she was asked me to take her homework book <u>in the table behind me</u> .	

From the data above, the researcher found that there were 3 out of 5 forms of changes made by documents, including : 12 documents(84%) make the changes in thenses and pronoun, 9 documents(28%) make the changes in time information, and 6 documents(18%) make the changes in place information. of reported speech at MAN I East Lampung.

2. The students difficulties in constructing reported speech

From the theory of Cut Dhira Miranti's research, it is explained that there are 3 forms of student difficulties in constructing reported speech, including : Changes of Tenses and Pronoun, Error in Gramatical Element, and Wrong of Reporting Verb. And in this research, out of 32 documents, there were 27 document have successfully made changes to reported speech and only 5 documents had difficulty in applying the concept of reported speech, especially in changing gramatical elemnt from direct to indirect forms. The main difficulties faced by these students is related to the understanding of tense changes. When the direct sentence is in the present tense, students often do not realize that the change must be made if the main clause is in the past tense. The most student difficulties in constructing reported speech such several changes tense and pronoun, the wrong of reporting verbs, and error in sentence patterns and grammatical element.

Table 4.4

Student difficulties in constructing reported speech

Document	Difficulties Identification	Difficulties Causes	Difficulties Correction
document 1	Tommy said that he <u>have</u> finished him lunch.	Change of tenses and pronoun	Tommmmy said that he <u>had</u> finished <u>his</u> lunch
document 2	My new neighbor asked me when my birthday.	Error in gramatical element	my new neighbor asked me when my birthday <u>was</u>
document 3	My uncle asked me, <u>me</u> children <u>is</u> how	Error in gramayical	My uncle asked me how many children's

	many.	element	<u>I had</u>
document 4	Dea said that <u>I will</u> help <u>you</u> .	Change of tenses and pronoun	Dea said that <u>she would</u> help <u>me</u>
document 5	The teacher to me open your notebook.	Wrong of reporting verb	the teacher <u>told me to</u> open my notebook

The explain of the data above are as follow :

- a) Changes Tense and Pronoun: Some students have difficulties in understanding the tense changes in reported speech. They often don't realize that when the sentence is directly in present tense, then when it is reported, the tenses must be adjusted to the main clause.

- Document 1 *Tommy said that he have finished him luch in “I have finished”* should change to (had) *“he had finished”* in the indirect sentence, indicate as the past perfect. The statement he should made is *“Tommmmy said that he had finished his lunch”*
- Document 2 there is a difficulty with the change of tenses, in the sentence (will) in *“I will help you”* should be (would) *“I would help you”* in the indirect sentence, indicate as the past future. Than the statement should he made is *“Dea said that she would help me”*.

- b) Error in sentence patterns and gramatical element :

- *My new neighbor asked me when my birthday.* This sentence is incomplete there is a word in the composition there should be an auxiliary verb “was” to complete the sentence. the sentence

he should have created is “*my new neighbor asked me when my birthday was*”.

- *My uncle asked me, me children is how many.* In this sentence, it can be seen that the student has difficulty in constructing sentences properly, he puts pronouns and verbs not according to their place and use. the sentence he should have created is “*My uncle asked me how many children's I had*”.

c) Wrong of reporting verb :

- *The teacher to me open your notebook.* in this sentence, the student does not include the reporting verb, so the sentence he created is difficult to understand whether it is a statement, question or command. He also did not add the conjunction “to” which should be a requirement for imperative sentences in reported speech. He should make a sentence “*the teacher told me to open my notebook*”.

3. The students way to minimize the difficulties in constructing reported speech in English sentence.

Out of 32 students in this research, the researcher interviewed 5 students who had difficulty in constructing reported speech. Based on the interview, students admitted that although they have some difficulties in constructing reported speech, they also had effective strategies to minimize these difficulties. This shows that these students have the awareness and initiative to overcome the challenges they face in learning. The following

are statements from students regarding how they minimize difficulties in constructing reported speech:

“I can asking to my friend if I got the difficulties of the study.” (student 1)

“ I would like to ask to my seatmate or I would ask my teacher to re-explain directly the material that I lack” (student 2)

“If I cannot understand the example given by the teacher, I will look for other examples from other sources like internet or other book that correspond to the part of the material that I think I am having problems with, and confirm the correctness by asking my friend who understands the material better than me.” (student 3)

“From this difficulty I can re-open the notes that I had before, and if I still don't understand I will ask my teacher to re-explain the material”(student 4)

“Actually, I don't really care about my problems in lessons, but usually I borrow my friend's book to re-note what I have learned that day, and maybe from that I minimize my problems in this material too.” (student 5)

From the student statements above, researchers found 3 types of ways students minimize difficulties, the following researchers grouped student statements with each type of way to minimize them :

- a. **Asking Friends:** 3 out of 5 students stated that one of the ways to minimize the difficulties is to ask friends when having difficulty in lessons. This as expressed by student 1,2,and 3 above shows that students feel comfortable seeking help from peers who can create a

supportive learning environment. Discussions with friends can provide different perspectives and clarify confusing concepts.

- b. **Seeking Explanation from the Teacher:** Students 2 and 4 stated that asking the teacher is a good way to minimize the difficulty. This shows that students do not hesitate to ask for explanations from the teacher, which is an active step to ensure a better understanding of the material. Students' openness in seeking help from the teacher is a positive sign showing that they value the learning process and strive for better understanding.
- c. **Seeking Additional Resources:** There are 3 students state that seeking additional research is one of the way to minimize the difficulties in learning. Student 3 who stated that by looking for other sources of material such as the internet or other books and previously own notes could minimize his difficulty with this material. Student 4 also added that other sources such as reopening previously owned notes are the right way to minimize the difficulty. The same thing also happened to a student 5 above revealed that he did not really care about his difficulties with lessons, but behind that he still had his own way to minimize the difficulties regarding lessons by rewriting notes owned by his friends. This shows that students realize the importance of additional learning resources. By seeking additional sources, they can deepen their understanding and overcome the difficulty that may arise when studying in class.

From this interview, it can be concluded that students have various effective ways to minimize the students' difficulties in constructing reported speech. Openness to ask questions, seeking additional sources, and utilizing notes are steps that show that students have awareness and willingness to learn. The researcher concluded that although there were challenges in understanding this material, the difficulty faced by students were not too serious, as they were able to overcome their respective difficulties. With the right support from friends and teachers, and an active learning approach, students can develop a better understanding of reported speech.

C. Discussion

Based on the results of the research that has been conducted by researchers through document analysis and interview with twelfth grade students regarding the difficulties in constructing reported speech, the researchers provide a discussion related to the results of the research. This discussion is done to answer the research questions in this research, such as : How is the change reported speech in English sentence of the twelfth grade of MAN I East Lampung? What are the student's difficulties in constructing reported speech in English sentence of the twelfth grade of MAN I East Lampung? And how the students minimize the difficulties in constructing reported speech?

1. The change of reported speech in English sentences of the twelfth grade of MAN I East Lampung

Based on Broukal's theory, there are 5 forms of reported speech changes, including : tenses changes, pronoun changes, time changes, place information changes, and modal verb changes. The researcher found that there were 3 out of 5 forms of changes made by documents. Out of 32 student documents, there are 27 documents(84%) who managed to make reported speech changes properly and correctly, including : 12 documents(37%) who make changes in tenses and pronouns when using reported speech. This finding shows that these two aspects are the main focus in students' understanding of grammatical rules in English. In addition, further analysis revealed that 9 documents(28%) showed changes in time adverbs. Meanwhile, only 6 documents(18%) make changes in place adverbs.

2. The students difficulties in constructing reported speech in English sentence of twelfth grade of MAN I East Lampung

Out of 32 documents that researchers collected, there were 27 students who made changes to reported speech properly and correctly and only 5 students had difficulty in constructing reported speech. based on the theory from Cut Dhira Miranti's research, there are 3 types of student difficulties in reported speech. including::

- a. Changes Tense and pronoun : Some students fail to adjust tenses and pronoun correctly when converting sentences, leading to misunderstandings about the necessary transformations.
- b. Error in sentence patterns and gramatical element : These errors occur when students do not construct sentences completely or correctly.
- c. Wrong of reporting verb : Students often ignore or do not use reporting verbs correctly, which causes the sentences to be unclear.

Overall, the findings suggest that effective note-taking, student motivation, and clear instructional methods are essential for mastering reported speech. Educators should focus on engaging strategies to help students overcome these challenges.

3. The students way to minimize the difficulties in constructing reported speech in English sentence of twelfth grade of MAN I East Lampung

Returning to the results of the interview conducted by the researcher regarding how students minimize the difficulties they face, it was concluded that each student has their own way of dealing with the challenges they encounter. Even among students who claim that he do not like English, he have his own ways of dealing with his issues, and it's amazing that they can truly understand the material after doing what they admit helps them overcome their difficulty. Some other students also succeeded in overcoming the difficulties in constructing reported speech.

From the statements of students who are experiencing difficulty and sharing how they cope with these issues, the researchers argue that

there is a need for attention to students' understanding of the material presented by the teacher to ensure the presence of students who require special guidance in comprehending the subjects that the teacher delivered.

In this research, it was found that students had no difficulty in constructing reported speech in English sentences. The analysis showed that most students were able to construct reported speech well and accurately. This shows a solid understanding of the rules and structures associated with converting direct sentences into indirect sentences.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Most of the XII grade students of MAN I Lampung Timur showed a fairly good understanding in constructing reported speech. Of the 32 student documents, there were 27 documents(84%) managed to make changes correctly, in the category of tenses and pronouns there were 12 documents(37%) who managed to make changes to reported speech, 9 documents(28%) managed to make changes to adverbs of time, and 6 documents(18%) managed to make changes to adverbs of place.

There are 5 documents(15%) faced some major difficulties in the sentence change process. First, errors in changing tenses are common, with students failing to adjust the tenses when the sentence is directly in present tense. Second, there is confusion in the use of pronouns, where students do not always adjust the subject and object according to the context of the sentence. Thirdly, errors in the use of conjunctions and sentence construction were also found, indicating the need for a deeper understanding of sentence structure in English.

To minimize the students difficulties in reported speech, the students demonstrated a variety of effective ways. Some students actively sought help from classmates and teachers to get clearer explanations. In addition, they also sought additional learning resources, such as materials from the internet or other relevant books. The use of good and systematic notes was also important

in supporting their understanding. This strategy shows that with the right support from teachers and a collaborative learning environment, students can improve their understanding of reported speech and other aspects of English learning.

In this research, it was found that there was no difficulty in constructing reported speech, it was clear from the results that most students could construct reported speech well.

B. Suggestion

1. For Teachers

Use various teaching methods, such as role-playing or group discussion, to make reported speech learning more interesting and interactive. Provide additional materials such as videos, sample dialogs, and relevant practice questions to help students understand the concepts better. Provide clear and constructive feedback after students do the exercises, so that they can understand their mistakes and correct them.

2. For Students

Practice regularly, either through tasks given by the teacher or by practicing with friends to improve understanding and skills in the use of reported speech. Make notes of examples of reported speech sentences from various sources, such as books, movies, or daily conversations, to enrich your understanding. Do not hesitate to ask questions if there is something you do

not understand, and actively participate in class discussions to deepen your understanding of the concepts.

3. For Other Researchers

Conduct case studies in various educational contexts to see the effectiveness of different teaching methods in teaching reported speech. Conduct long-term research to observe the development of students' ability in reported speech along with the application of different teaching methods. Work with teachers to design and test teaching strategies that can help improve students' understanding of reported speech.

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APPENDICES

Appendix 1

DATA COLLECTION TOOLS

NO	Method	Data Source
1.	Documentation	Students documentation (students book, exercise file)
2.	Interview	Respondents (students)
3.	Observation	Class room learning process, Previous research

Indicators and The Grid

NO	Indicators	Grid
1.	<p>Documentation</p> <ul style="list-style-type: none"> - Type of reported speech. - The changes of reported speech - The difficulties in constructing reported speech. 	<ol style="list-style-type: none"> 1. Oxford Learners Pocket Grammar by John Eastwood. 2. Grammar form and funtion by Tina B Broukal and Milada carver. 3. Students' book. 4. Students' exercise file.
2.	<p>Interview</p> <ul style="list-style-type: none"> - Students ways to minimize the difficulties in constructing 	<ol style="list-style-type: none"> 1. What do you understand about reported speech ? 2. Can you give an example of a direct

	reported speech.	<p>speech sentence and turn it into indirect speech ?</p> <p>3. Do you have any difficulty to change reported speech in English sentence ?</p> <p>4. How are you minimize the difficulties in constructing reported speech in english sentence ?</p>
3.	<p>Observation</p> <ul style="list-style-type: none"> - Class room learning process - Previous research 	<ol style="list-style-type: none"> 1. Students activity 2. Grammar . 3. Reported speech. 4. Type of reported speech . 5. The changes of reported speech.

Appendix 2

Students Documentation of Reported Speech :

Document	Direct	Indirect
Document 1	Thomas said, “ <u>I have</u> finished my lunch”	He said that <u>he had</u> finished his lunch.
Document 2	Jennifer told to me, “ <u>I will not</u> go swimming with you”	She said to me that <u>she wouldn't</u> go swimming with me.
Document 3	Martha said, “ <u>I can</u> speak Spanish fluently”	Martha said that <u>she could</u> speak Spanish fluently.
Document 4	Saleh told me, “ <u>I cook</u> pasta”	Saleh told me that <u>he cooked</u> pasta.
Document 5	Andrea said, “ <u>I will</u> go to the museum”	Andrea said that <u>she would</u> go to the museum.
Document 6	My new partner gym asked me, “where do <u>you work</u> ?”	My new partner gym asked me where <u>I worked</u> .
Document 7	She asked, “Do <u>you miss</u> me?”	She asked if <u>I missed</u> her.
Document 8	He asked me, “ Do <u>you speak</u> Spanish?”	He asked me if <u>I spoke</u> Spanish.
Document 9	She said, “ <u>I will</u> see <u>you</u> soon”	She said that <u>she would</u> see <u>me</u> soon.
Document 10	Juan said, “ <u>I would</u> love to, but <u>I</u> can't”	Juan said that <u>he would</u> love to, but <u>he</u> can't.
Document 11	Andre said to his teacher, “Pardon <u>me</u> , Mam”	Andre begged his teacher to pardon <u>him</u> .
Document 12	Doni said, “Don't move a muscle until <u>I give you</u> permission”	Doni told me not to move a muscle until <u>he gave me</u> permission.

Document13	Henry said, “I should go to the gym <u>tomorrow</u> ”	Henry said that he should go to the gym <u>the next day</u> .
Document 14	Henny asked me, “Do you live with your family <u>now</u> ?”	Henny asked me if I lived with my family <u>then</u> .
Document 15	Jean said, “Let us enjoy ourselves for <u>tonight</u> ”	Jean proposed that we should enjoy ourselves for <u>that night</u> .
Document 16	Joe said to Elli, “Come to my birthday party <u>next week</u> , please”	Joe requested Elli to come to his birthday party <u>the following week</u> .
Document 17	My professor said to me, “You must finish the article <u>next month</u> ”	My professor advised me to finish the article <u>the following month</u> .
Document 18	My friend asked me, “Wil you come to my party <u>tonight</u> ?”	My friend asked me if I would go to his party <u>that night</u> .
Document 19	Anton said to his sister, “Finish your meal <u>now</u> !”	He said to his sister to finish her meal <u>then</u> .
Document 20	<u>Yesterday</u> he said to me, “Please help me”	<u>the day before</u> he requested me to help him.
Document 21	I said to my brother, “Go away <u>now</u> !”	I told my brother to go away <u>then</u> .
Document 22	Someone asked me, “Where is the nearest bank <u>here</u> ”	Someone asked me where the nearest bank was <u>there</u> .
Document 23	He asked me, “What are you doing <u>in this room</u> ?”	He asked me what am I doing in <u>that kitchen</u> .
Document 24	My friend asked me, “What are you reading <u>here</u> ?”	My friend asked me what I was reading in <u>train station</u> .
Document 25	My father said to my mom, “Don’t throw the trash <u>here</u> ”	My father forbade to my mom not to throw the trash <u>there</u> .
Document 26	She asked me, “Are you workiing <u>here</u> ?”	She asked me if I was working <u>there</u> .

Document 27	Aliya asked me “Can you help me to take my homework book <u>in there</u> ?”	Aliya asked me if she was asked me to take her homework book <u>in the table behind me.</u>
Document 28	Tommy said “I have finished my lunch”	Tommy said that he <u>have</u> finished him luch.
Document 29	My new neighbor asked me “When is your birthday”	My new neighbor asked me when my birthday.
Document 30	My uncle asked me “How many your children’s”	My uncle asked me, <u>me</u> children <u>is</u> how many.
Document 31	Dea said “I will help you”	Dea said that <u>I will help you.</u>
Document 32	The teacher to me “open your notebook”	The teacher to me open your notebook.

Appendix 3

Interview 1

Researcher : What do you understand about reported speech ?

MAF : I'm not sure about it sist

R : Can you give an example of a direct speech sentence and turn it into indirect speech ?

MAF : the direct *she said "I'm hungry"* and indirect *"she said that she was hungry"*

R: Do you have any difficulty to change reported speech in English sentence?

MAF : Basically I am a student who is often sent to participate in competitions, so my notes on the subject matter are very lacking. moreover, direct indirect is a material that has quite a lot of formulas, so I admit that in this lesson I do not fully understand because of the lack of notes I have.

R : How are you minimize the difficulties in constructing reported speech in english sentence ?

MAF : I can asking to my friend if I got the difficulties of the study.

Interview 2

R : What do you understand about reported speech ?

FRA : reported speech is the change of sentence from direct to indirect.

R : Can you give an example of a direct speech sentence and turn it into indirect speech ?

FRA : *I don't know* in indirect *I said that I don't know*

R : Do you have any difficulty to change reported speech in English sentence?

FRA : For this direct indirect material, I can understand it, it's just that I don't understand the changes in the question sentence because I think it's a little complicated

R : How are you minimize the difficulties in constructing reported speech in english sentence ?

FRA : I would like to ask to my seatmate or I would ask my teacher to re-explain directly the material that I lack.

Interview 3

R : What do you understand about reported speech ?

FLL : A material that explains the form of changing direct sentences into indirect sentences.

R : Can you give an example of a direct speech sentence and turn it into indirect speech ?

FLL : direct sentence *Diah said to me, "I will go to Bali"* than the indirect sentence is *diah said to me that she would go to Bali.*

R: Do you have any difficulty to change reported speech in English sentence?

FLL : I can actually understanding each material if I see the working examples. And for this material I can understand although not completely, again if I have an example of its application then I can understand this material easily.

R : How are you minimize the difficulties in constructing reported speech in english sentence ?

FLL : If I cannot understand the example given by the teacher, I will look for other examples from other sources like internet or other book that correspond to the part of the material that I think I am having problems with, and confirm the correctness by asking my friend who understands the material better than me.

Interview 4

R : What do you understand about reported speech ?

MS : I actually don't understand what reported speech is, as far as I know it's only direct and indirect sentences.

R : Can you give an example of a direct speech sentence and turn it into indirect speech ?

MS : No I can't

R: Do you have any difficulty to change reported speech in English sentence?

MS : Because I don't like English lessons so I become passive in the English learning process in class, especially for this direct indirect material is quite complicated in my opinion so I ignore it.

R : How are you minimize the difficulties in constructing reported speech in english sentence ?

MS : Actually, I don't really care about my problems in lessons, but usually I borrow my friend's book to re-note what I have learned that day, and maybe from that I minimize my problems in this material too.

Interview 5

R : What do you understand about reported speech ?

IMSAA : Reported speech is a form of sentence change from direct sentences to indirect sentences with several conditions of change for each type.

R : Can you give an example of a direct speech sentence and turn it into indirect speech ?

IMSAA : Yes of course, the direct *my mom asked to me, "When does my exam start?"* the indirect *my mom asked to me that when did my exam start?*

R: Do you have any difficulty to change reported speech in English sentence?

IMSAA : I was able to master this reported speech easily, because I had learned it before when I was in junior high school at the pesantren. But I admit that it is quite difficult to understand the tense changes that must be made in certain sentence. Like the example that I make before, actually I unsure about how it should change "do" in the direct sentence to indirect sentence.

R : How are you minimize the difficulties in constructing reported speech in english sentence ?

IMSAA : From this problem I can re-open the notes that I had before, and if I still don't understand I will ask my teacher to re-explain the material.



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Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN I LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2026/In.28/D.1/TL.01/05/2024, tanggal 03 Mei 2024 atas nama saudara:

Nama : **KHUSNAWATI FAJRIN**
NPM : 2001051014
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MAN I LAMPUNG TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN I LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS REPORTED SPEECH ON ENGLISH TEXT OF THE TWELFTH GRADE OF MAN I EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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07 Mei 2024

Nomor : B- 314 /Ma.08.01/PP.07.1/035/2024
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 Hal : **Tanggapan Izin Research**

Yth. :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan
 Institut Agama Islam Negeri Metro
 di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-2027/In.28/D.1/TL.00/05/2024 tanggal 03 Mei 2024 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama : Khusnawati Fajrin
 NPM : 2001051014
 Program Studi : Tadris Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "**An Analysis Of Students Reported Speech On English Text Of The Twelfth Grade Of MAN 1 East Lampung**".

Demikian surat izin Research ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



H. Rubangi, M. Pd. I.
 196811171997031002



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Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: KHUSNAWATI FAJRIN
NPM	: 2001051014
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF STUDENTS REPORTED SPEECH IN TWELFTH GRADE OF MAN I EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro,
Belum di proses,



Dr. Much Deiniatur M.Pd.B.I.
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Khusnawati Fajrin
 NPM : 2001051014

Fakultas/Jurusan : Tarbiyah/ TBI
 Semester/TA : VIII/ 2024

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	Friday, 20/09/24	1. Abstract 2. Result of research 3. conclusion	
2.	Tuesday, 24/09/24	1. Abstract 2. Chapter IV 3. conclusion	
3.	Tuesday, 01/10/24	1. Abstract 2. Chapter IV {Description Data} 3. conclusion.	
4.	Tuesday, 08/10/24	1. Chapter II 2. chapter IV	
5.	Monday, 14/10/24	1. Abstract 2. chapter IV 3. chapter V	

Ketua Jurusan TBI,

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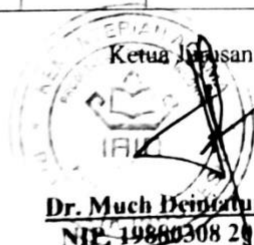
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6.	16/10/24	1. Abstract 2. Chapter 1	
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The Research Proposal entitled: AN ANALYSIS OF STUDENTS REPORTED SPEECH IN TWELFTH GRADE OF MAN I EAST LAMPUNG, written by: Khusnawati Fajrin, Student Number: 2001051014, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on March 25th, 2024 at 09.00-11.00 a.m.

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CURRICULUM VITAE



Khusnawati Fajrin was born in Way Jepara, East Lampung on June 07th · 2002 and live in Way Jepara, East Lampung. Researcher is a daughter from couple named Mr. heri Kustoyo and Mrs. Rodhiatun Hasanah. The first formal education taken was RA Al-Hidayah in , then elementary school at MI Miftahul Huda Silir Sari, East Lampung. She continued her study for junior and senior high school at Minhajut Thullab Boarding School Labuhan ratu East Lampung, for 6 years. After she graduated from Junior and Senior High School, then she was registered as an S1 student of English Education Department in State Institute for Islamic Studied (IAIN) Metro 2020-2024. She was acquired a substantial amount of experience during her tenure at IAIN Metro, and she anticipates that the knowledge she has accumulated thus far will prove invaluable in her future life.