ERROR ANALYSIS OF TRANSFORMING DIRECT SPEECH INTO INDIRECT SPEECH IN NARRATIVE DIALOGUES AT THE SECOND YEAR CLASSES OF ENGLISH DEPARTMENT

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Abstract

The objective of this study is to find out the most type of error and its percentage and percentage of each type of errors in transforming direct speech into indirect speech based on narrative dialogues tested on the second year classes of English Department University of Indraprasta PGRI. The subjects of the research were go students of second year classes of English Department academic year 2015/2016. The method used was descriptive qualitative-method. The research found the most type of error performed was misformation error, with the total errors 317 out of 599, or 52,92% from all errors. The other types of errors found were 145 or 24,21% of omission, 135 errors or 22,54% of addition, and 2 errors or 0,33% of misordering. The misformation error was mostly found from the use of the inappropriate form of verb used in transforming direct speech into indirect speech.

Keywords: Error Analysis, Direct Speech, Indirect Speech

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan yang paling banyak dilakukan beserta persentasenya, dan juga persentase dari tiap jenis kesalahan yang dilakukan dalam mengubah kalimat langsung menjadi kalimat tidak langsung berdasarkan dialog naratif, yang diujikan pada mahasiswa tingkat II jurusan Pendidikan Bahasa Inggris Universitas Indraprasta PGRI. Total subjek penelitian adalah 90 mahasiswa. Metode yang digunakan dalam penelitian ini adalah metode deskriptif – kualitatif. Dari penelitian ini ditemukan bahwa kesalahan yang paling banyak dilakukan oleh mahasiswa dalam mengubah kalimat langsung menjadi kalimat tidak langsung adalah kesalahan "misformation" dengan total kesalahan 317 dari keseluruhan 599 kesalahan atau sebesar 52,92%. Jenis kesalahan lain yang ditemukan adalah "omission" dengan total kesalahan 145 atau 24,21% dari total, "addition" sebanyak 135 kesalahan atau 22,54% dari total dan "misordering" sebanyak 2 kesalahan atau 0,33% dari total. Kesalahan terbanyak yaitu "misformation" paling banyak ditemukan dari kesalahan bentuk kata kerja yang digunakan dalam mengubah kalimat langsung menjadi kalimat tidak langsung.

Kata Kunci: Error Analysis, Direct Speech, Indirect Speech

Introduction

Language is a form of communication that human uses to interact with each other. It is also the first thing that every person learns in their life. As a baby, human will try to communicate with others, even with their crying and body language because babies are still incapable of using a proper language. The language ability of each person will develop along with the development of the brain and with the learning process they will have in their life.

Aside from its function as the method of human communication, language is also a form of culture on each country or community that has its own uniqueness and characteristics. Language also can be considered as the community unifier because people with the same language will form a community system and rules that belong to that community. Language also can be said as an instrument for transferring knowledge. The knowledge of science, social science, and other subjects that the founders and experts taught from generation to generation always used language to transfer them. Even until now, the learning process everywhere will use the language as the transfer instrument.

In this globalization era, especially in facing AEC (Asean Economic Community) that was started at the end of 2015, the fluency in using foreign language will be one of the expected skill to be able to compete with other countries. One of the applications of the AEC is forming a free market among South East Asian countries that these countries will be able to sell goods and services, including employees and professionals. Therefore, Indonesians are expected to have more skills to be able to compete with foreign workers. One of the expected skills is the fluency in using foreign language – especially English – as *linguafranca*, the most common foreign language used.

The learning process of English in Indonesian educational system begins formally in elementary school. Even though, parents are free to choose if they want to start it earlier in playgroups, courses, or private teaching. The English learning process consists of four basic skills listening, speaking, reading, and writing. Those four skills cannot be separated from each other and the ability to master those skills will affect someone to actively communicate in English.

The mastering of English by the Indonesian students is affected by many factors. The biggest factor is the influence of the first language used as common language. The bigger differences between the first languages and English then will have more difficulties to master. For example, the difference of the language structure of Bahasa and English can be found in some parts of sentence structures. One of those parts can be found in the usage of direct speech and indirect speech.

English has sentence patterns based on the time of the activities which are known as tenses. Different type of tenses has different patterns, especially in using the different verbs. On the other hand, in Bahasa, there is only an adverb of time that is used to indicate the time of the activity. This rule is applied on most sentence structure of Bahasa, including the direct and indirect speech.

Direct speech is the form of sentence that repeats the words spoken; while indirect speech (or reported speech) is the form of sentence that reports the words spoken. The sentence pattern of indirect speech in English is different from Bahasa. In indirect speech of English, the tenses are determined by the tenses used in the direct speech that is reported. This difference of sentence pattern is one of the difficulties for some students in transforming direct speech into indirect speech in English.

Discussion
Theoretical Review

The ability of each person in performing languages has its own phase and its progress will be parallel with the cognitive aspect. The acquisition of the first language or the mother tongue (writer will indicate it as L1) in each person has been started since they are babies through the social environment, especially parents. Since babies, humans will try to communicate with other people surround them. Even though babies are still incapable of performing the proper language, but they will try to impersonate the face expression, the tone, and intonation of voice of other people and start to make babbling noises to attract others.

The vocabulary and the other aspects of language such as listening, speaking, reading, and writing are a lifetime developmental process. It means it never stops even a person has reached maturity. It also happens if someone learns the second language (writer will indicate it as L2) besides the mother tongue. According to Mulyani (2015: 43), the acquisition of L2 can be divided into:

a) *Pemerolehan L2 terpimpin: pemerolehan L2 yang diajarkan kepada pelajar dengan menyajikan materi yang sudah dipahami, yaitu tanpa latihan yang terlalu ketat*

disertai kesalahan dari pihak pelajar. Pemerolehan L2 terpimpin ini sangat bergantung pada kriteria yang ditentukan oleh guru, dan juga strategi yang dipakai oleh guru dalam penyajian materi.

b) Pemerolehan L2 secara alamiah: pemerolehan L2 yang terjadi dalam komunikasi sehari-hari, bebas dari pengajaran atau pimpinan guru. Pemerolehan seperti ini tidak ada keseragaman cara, sebab setiap individu memperoleh bahasa kedua dengan cara sendiri-sendiri.

The theory explained in the L2 acquisition process could be happen naturally, such as if a child lives in a family who use two or more languages; it means the child will have the second language naturally. The other example happens in someone who likes movies, songs, and books that use foreign language, he usually will try to translate it into his first language, and therefore it becomes a natural process.

The directed L2 acquisition theory can be seen on the process of learning English in formal school or course where student learns the principles of English. When the student has studied English since his early stage of education, he will find that some lessons will be repeated on different level of education. Since in this situation the teacher just repeating the lesson that the student already had, then the teacher should find strategies to improve the students' ability in English.

The process of L2 acquisition is affected by some factors, either internally or externally. Mulyani (2015:51) classifies it into:

a) *Faktor motivasi: motivasi seseorang didapat dari suatu dorongan internal dan eksternal, yang mendorong seseorang untuk belajar Karena adanya hasrat, kebutuhan, harapan, dan cita-cita yang merupakan penggerak di dalam diri peserta didik sehingga diharapkan tujuan pemerolehan bahasa kedua dapat tercapai dengan baik dan efisien.*

The motivation that becomes a background of learning L2 in someone will be different from one another according to the condition that happens to them. Someone feels being motivated to have a good score, or to get a scholarship abroad, or just to have another skill. The motivation for each person can be a strong one, or only a weak one, based on their objectives.

b) *Faktor usia: sebagian besar masyarakat umum masih meyakini bahwa untuk belajar bahasa kedua akan lebih baik dilakukan ketika masih anak-anak, tetapi penelitian-penelitian yang telah dilakukan mengenai hal ini gagal untuk membenarkan keyakinan masyarakat umum tersebut. Mereka yang mulai belajar bahasa kedua ketika dewasa tetap mencapai tingkat keberhasilan yang cukup tinggi. Faktor usia harus juga disertai oleh kemahiran dalam berinteraksi dengan lingkungan sekitar, karena jika kita mampu untuk berinteraksi dengan lingkungan sekitar, maka kosakata kita pun akan bertambah banyak secara alamiah.*

This theory explained that the age of someone is a factor that influences in learning L2; nevertheless it is not a main factor. Besides the age, the ability of someone to interact with others and also his confidence in using L2 also become the factors that influenced someone in learning L2. Someone who grows in an environment that use L2 or even multi languages will be more fluent and has more confidence in using other languages.

c) *Faktor penyajian formal: pemerolehan bahasa kedua merupakan sebuah kebutuhan bagi anak ketika sedang mengikuti pendidikan di lembaga formal, lembaga formal yang dimaksud adalah "sekolah" seperti SD, SLTP, SLTA/SMK dan Perguruan Tinggi. Pengajaran bahasa kedua menyangkut tiga unsure pokok, yaitu*

guru, program/kegiatan belajar, dan pelajar.

The formal presentation factors that are known as the methods of teaching L2 in educational institutions are also have an influence for the second language learners. If the teaching process is applied by interesting methods and materials, it will motivate students to learn and understand more about the second language.

d) *Faktor bahasa pertama: pengaruh bahasa pertama kian bertambah pada bahasa kedua apabila pelajar diharapkan menghasilkan bahasa kedua sebelum dia mempunyai penguasaan yang cukup memadai atas bahasa barunya. Bahasa pertama mempunyai pengaruh positif yang sangat besar terhadap bahasa kedua, karena pelajar akan bergantung pada struktur-struktur bahasa pertama dalam upaya komunikasi maupun terjemahan.*

The first language that someone used also becomes a factor that influences the acquisition of the second language. When someone has the competence in his L1 and if the structure of the sentence in L1 has something in common with the L2, it will be easier to master the L2.

e) *Faktor lingkungan: faktor lingkungan dalam pemerolehan bahasa kedua merupakan hal yang paling berpengaruh. Lingkungan terbagi menjadi dua yaitu lingkungan formal dan nonformal. Lingkungan formal adalah lingkungan yang terjadi di suatu lembaga pendidikan tertentu yang didalamnya sudah terdapat program-program dan tujuan dalam pemerolehan bahasa kedua. Sedangkan lingkungan nonformal adalah suatu lingkungan yang terjadi secara alamiah, diantaranya melalui interaksi dengan orang tua, lingkungan sekitar, dan anggota keluarga yang lain.*

The environment where someone grows, including the school environment, also becomes the factor that influences of the second language acquisition. If someone lives in an environment that uses L2 or even multi languages, it will ease him to learn L2.

Direct Speech and Indirect Speech in Bahasa

In Bahasa, direct speech and indirect speech are the common type of sentences that are used in daily conversation. Direct speech, as written by Ahmad (2015:203) is a sentence that precisely repeating the words spoken by someone. The repeated part of the direct speech can be a statement, imperative or interrogative sentence and it usually marked with double quotes ("…").

Direct speech in written form is usually used in a narrative paragraph or in the dialogues of dramas and stories. Some examples of direct speech in Bahasa are:

Ibu berkata, "Ayah akan pulang tidak lama lagi."

"Apakah kau bisa singgah di apotek dan membelikan obat sebelum pulang sekolah?" tanya Sofi.

"Saya sedih sekali," ujar Ana."Karena, saya tidak dapat menemanimu saat kau menghadapi masalah itu."

"Jangan datang lagi kesini!" ujarnya.

On the other hand, indirect speech is a sentence reporting the words spoken by someone. Indirect speech is no longer indicated by double quotes ("…") because it transformed into a reported statement. Indirect speech is used in both daily conversation and also written form. It is also used in reporting news on television or newspaper. Some examples of indirect speeches are:

Ibu berkata bahwa ayah akan pulang tidak lama lagi.

Sofi bertanya jika aku bisa singgah di apotek dan membelikan obat sebelum pulang sekolah.

Ana berkata bahwa ia sangat sedih karena tidak dapat menemaninya saat menghadapi masalah.

Ia meminta supaya orang-orang itu tidak datang lagi ketempatnya.

From the explanation and examples that has been mentioned before, the transforming of direct speech into indirect speech in Bahasa did not change the structure totally. In indirect

speech, the type of the sentence changed into statement sentence and the omission of the double quotes ("…"). Sentence's structure of Bahasa doesn't use tenses forms as it used in English. The explanation about the time of the occasion that mentioned in the sentence will be indicated by the adverb of time. It is different from English sentences that use different verbs and different tenses that will also change the structure of the sentence. Indirect speech in Bahasa also requires a pronoun to indicate the person that has been participated in the conversation, such as *"Ia", "Dia", "-nya", "-ku"*, etc.

Direct Speech and Indirect Speech in English

Direct speech in English has the same function as in Bahasa, which repeats the words spoken by someone. The difference of direct speech in Bahasa and English is from the tenses that indicate the time when the situation happens. The different tenses used in direct speech will make different structure of the sentences.

The transformation of direct speech into indirect speech in English will be affected by the tenses used in the direct speech. As mentioned by James (2006:97) *"The usual rule for reported statements is that the main verb moves one tense back. The verbs 'say' and 'tell' are often used to report the words that someone has said."* The previous statement mentioned that common rule to transform direct speech into indirect speech is to change the verb into one tense back. The verb 'say' and 'tell' are the common verbs to report what someone has been said.

In reported questions, the transformation is explained by James (2006:97) *"In reported questions, the tense moves one step back and the word order changes. The verb 'ask' is often used. When there is no question word in the direct speech sentence, 'if' is used in the reported speech sentence."* As explained by previous statement, the structure in reported questions will be the same like reported statement that is the tense will move one step back from the original tense in the direct questions. To indicate the reported questions, the common verb used is "ask" or "if" when there is no question word in the direct question.

Dardjis, Fanani, and Anwar (2015:84) explained the transformation of the tenses as follows:

Table 1
The Transformation of the Tenses

Direct Speech	Indirect Speech
Present tense	Past tense
Present continuous tense	Past continuous tense
Present future tense	Past future tense
Present perfect tense	Past perfect tense
Past tense	Past perfect tense
Past future tense	Past future perfect (conditional past perfect)

The transformation of the tense on table above is in conformity with the explanation from James (2006:97) that said the tense in indirect speech is changed one tense back from the direct speech.

Dardjis, Fanani and Anwar (2015:85) also mentioned that adverb of time, place, and a few other expressions also change.

Table 2
The Transformation of Parts of Speech

Direct Speech	Indirect Speech
Here	There
This	That
Now	Then
Ago	Before
Yesterday	The day before
Tomorrow	The next/following day
Next week	The following week
Next month	The following month
Today	That day
Tonight	The night before
Last Sunday	The Sunday before
Two days ago	Two days before
Can	Could

The examples of transforming direct speech into indirect speech then explained by Azar (2002:254) as follows:

Table 3
Transforming Direct Speech into Indirect Speech

Direct Speech	Reported Speech
(a) "I watch TV every day."	(a.) She said she watched TV every day.
(b) "I am watching TV."	(b.) She said she was watching TV.
(c) "I have watched TV."	(c.) She said she had watched TV.
(d) "I watched TV."	(d.) She said she had watched TV.
(e) "I had watched TV."	(e.) She said she had watched TV.
(f) "I will watch TV.'	(f.) She said she would watch TV.
(g) "I am going to watch TV."	(g.) She said she was going to watch TV.
(h) "I can watch TV."	(h.) She said she could watch TV.
(i) "I may watch TV."	(i.) She said she might watch TV.
(j) "I must watch TV."	(j.) She said she had to watch TV.
(k) "I have to watch TV."	(k.) She said she had to watch TV.
(l) "I should watch TV."	(l.) She said she should watch TV.
(m) "I ought to watch TV."	(m.) She said she ought to watch TV.
(n) "I might watch TV."	(n.) She said she might watch TV.
(o) "I watch TV every day."	(o.) She says she watches TV every day.
(p) "I watch TV every day."	(p.) She has said that she watches TV every day.
(q) "I watch TV every day."	(q.) She will say that she watches TV every day.
(r) "Watch TV."	(r.) She told me to watch TV.

The theories about direct and indirect speech in English that previously mentioned show that the structures of direct and indirect speech in English are different from Indonesian and might be confusing for L2 learners.

a. Theory of Error Analysis

The word 'error' according to Oxford Advanced Learner's Dictionary described as *"a mistake, especially one that causes problems or affects the result of something; condition of being wrong in conduct or judgment; measure of the estimated difference between the observed or calculated value of a quantity and its true value."* Meanwhile in *Kamus Besar Bahasa Indonesia*, the word 'error'become 'eror' means "*kesesatan yang dapat menjadikan batalnya suatu perjanjian jika menyangkut sifat pokok benda yang diperjanjikan*" or "a mistake that cause an agreement to annul if it related to the main aspect of the subject of agreement." The previous definition is used in law term, but in linguistic term, 'eror' defined as "*kesalahan teratur, terjadi dalam pemerolehan atau belajar bahasa*" or "a regular mistake, happens in the process of language acquisition."

The error in language acquisition process can occur in a speaking process such as in conversation, speech, presentation, or in writing

process such as writing paragraph, letters, essay, etc. In the L2 learning process, it is a normal thing to make an error. Rod (2003:47) explained that the L2 learners are not the only one who make errors in learning process, even the children who learn their mother tongue also make it. The native speakers of L2 are sometimes make errors too. The differences of the errors from L2 learners, children as L1 learners, and adult native speakers are in the form and the context of the errors. When L2 learners made errors, then it were 'unwanted forms' because it was unexpected errors that should be avoided. When the children as L1 learners made errors, it was considered as 'transitional forms' because the errors happen when the children learn how to speak in proper mother tongue. Other hand, if 'adult native speakers' made errors, then it were categorized as 'slip of the tongue' because it was considered as small and unimportant mistakes.

The errors of L2 learners also indicated as the effect of 'interference' from the mother tongue, when they absorb and mix the habit or the L1 structure into L2. Corder in Rod (2003:48) mentioned that the errors of L2 learning process can indicate these following points:

1. "They provided the teacher with information about how much the learner had learnt." It means that the errors can be used as evaluation for the teachers about how many the learners understand the subject and which one they don't understand yet. .
2. "They provided the researcher with evidence of how language was learnt." It means that the errors give information to the researcher about the process of language learning.
3. "They served as devices by which the learner discovered the rules of the target language." It means

that the errors can be a tool or method to find the rules of L2.

The type of errors that found in L2 learners are classified into several theories. Dulay, Burt, and Krashen in Rod (2003:55) explained that errors are classified in *"Surface Strategy Taxonomy"* as follows*:*

> "…such an approach is promising because it provides an indication of the cognitive processes that underlie the learner's reconstruction of the L2. This seems a doubtful claim, however, as it presupposes that learners operate on the surface structures *of* the target language rather than create their own, unique structures."

'Surface strategy taxonomy' approach was made to give the teachers or researches information about the cognitive process that L2 learners went through in reforming sentences they want to speak or write from L1 into L2. Moreover, the theory explained that L2 learners usually prefer to use surface structures – not a deep level structure – in using L2, than create their own structures.

The classifications of surface strategy taxonomy theory are explained on the table below:

Table 4
Surface Strategy Taxonomy of Errors
(Categories and Examples)

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance.	She sleeping. (instead of 'she is sleeping')
Additions	The presence of an item that must not appear in a well-formed	We didn't went there. (instead of "we didn't go there")

		utterance.	
Misformations	The use of the wrong form of the morpheme or structure	The dog ated the chicken. (instead of 'the dog ate the chicken)
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance.	What daddy is doing? (instead of 'what is daddy doing?')

Source: Rod (2003:56)

Omissions are the absence of an item that must be appear on the right sentence. **Additions** or the presence of one item that must not appear on the right sentence. **Misformations** that is the use of the wrong form of morpheme or structure; and the last one is **Misorderings** are an errors that occur because of incorrect placement of morpheme or word.

Theory of Narrative

Based on the Oxford Advanced Learner's Dictionary, "narrative" means "a spoken or written account of connected event; a story". The narrative form is used to report of related events to the readers or listeners in logical sequence. Keraf (2003:16) "*narasi adalah suatu bentuk wacana yang berusaha menggambarkan dengan sejelas-jelasnya kepada pembaca suatu peristiwa yang telah terjadi.*"Keraf explained that narrative form is used to tell the readers clearly about the events that had happened.

The narrative compositions are divided into 2 types, according to Keraf 92003:136) that are:

1. *Narasi Ekspositoris: Narasi yang bertujuan untuk member informasi pada pembaca agar pengetahuannya bertambah luas.*
2. *Narasi Sugestif: Narasi yang bertujuan untuk menimbulkan daya khayal pada pembaca.*

The theory said that the purpose of expository narrative is to give the information to the reader to broaden their knowledge. On the other hand, the purpose of suggestive narrative is to create the reader's imagination about something.

The form of narrative can be found on composition, story telling, and dialogues, whether on a literature form, or in a daily life communication.

Methodology

The research used a descriptive-qualitative method. Writer used data samples from second year classes of English Department University Indraprasta PGRI.

Sugioyono says (2012:213), "*Peneliti kualitatif harus bersifat 'perspektif emic' artinya memperoleh data bukan 'sebagaimana seharusnya', bukan berdasarkan apa yang dipikirkan oleh peneliti, tetapi berdasarkan sebagaimana adanya yang terjadi di lapangan, yang dialami, dirasakan, dan dipikirkan oleh partisipan/ sumber data.*" It means the qualitative analysis should present the result as it is, and the researcher should be objective in doing the research.

Findings

After analyzing the answers from the students, the writer found that there were a lot of errors made in transforming direct speech into indirect speech, with the total errors made were 598 errors. The errors were classified into omission, addition, misformation, and misordering.

Table 5
Composition of Error per Question Number

Question No.	Total Omission	Total Addition	Total Misformation	Total Misordering	Total Errors
1	4	0	20	0	24
2	0	10	2	0	12
3	8	4	11	0	23
4	13	5	16	1	35
5	7	12	17	0	36
6	1	11	34	0	46
7	3	8	24	0	35
8	16	0	6	0	22
9	10	4	6	0	20
10	8	7	22	1	38
11	4	11	18	0	33
12	14	29	19	0	62
13	7	6	7	0	20
14	5	1	6	0	12
15	8	3	5	0	16
16	9	5	21	0	35
17	15	4	20	0	39
18	6	7	27	0	40
19	4	8	12	0	24
20	3	0	24	0	27
TOTAL	145	135	317	2	599

From the data above, the most error performed by the students was found on the question number 12. The question on number 12 is to transform the direct speech sentence "I may be late today" into indirect speech sentence "I might be late today". The students mostly added the words "had" and "come" between "may", and changed the sentence into "I had may come late today." Another error made on this number was the students did not know the past form of "may" so they did not change it into "might" in indirect speech sentence.

The percentage of each error is shown as follow:

Table 6
Percentage of Errors

No.	Classification of Error	Total Error	Percentage
1.	Omission	145	24,21%
2.	Addition	135	22,54%
3.	Misformation	317	52,92%
4.	Misordering	2	0,33%
	Total	599	100%

The percentage of each error was calculated with the formula:

$$P = \frac{\sum n}{N} \times 100\%$$

P: Percentage of error
n: number of errors
N: the amount of all errors

The percentage calculation of each error is shown below:

1. Percentage of Omission:

$$\frac{\text{Total Omission}}{\text{Total Errors}} \times 100\%$$

$$= \frac{145}{599} \times 100\%$$

$$= 24,21\%$$

2. Percentage of Addition:

$$\frac{\text{Total Addition}}{\text{Total Errors}} \times 100\%$$

$$= \frac{135}{599} \times 100\%$$
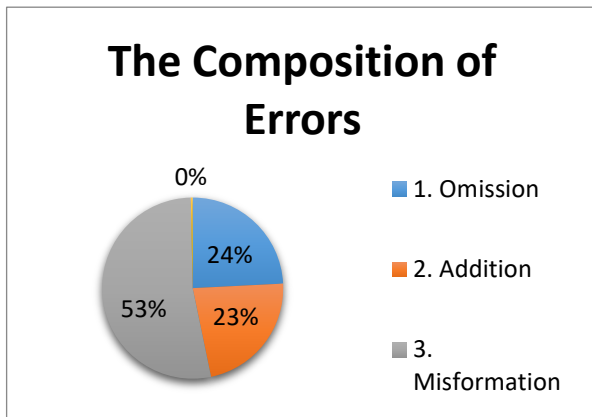
$$= 22,54\%$$

3. Percentage of Misformation:

$$\frac{\text{Total Misformation}}{\text{Total Errors}} \times 100\%$$

$$= \frac{317}{599} \times 100\%$$

$$= 52,92\%$$

4. Percentage of Misordering:

$$\frac{\text{Total Misordering}}{\text{Total Errors}} \times 100\%$$

$$= \frac{2}{599} \times 100\%$$

$$= 0,33\%$$

From the table, the percentage of errors can be displayed on a diagram to show the composition as follow:

Figure 1
The Composition of Errors

From the tables above, the data shown that the most error performed by the students was the misformation error, with total 317 errors found or 52,92% from the total 599 of all errors. The misformation error mostly found from the use of the wrong form of verb. Based on the theories used about the transformation of the tenses on direct speech into indirect speech, the verb on the indirect speech should be changed according to the tense used on the direct speech.

The errors found in the verb transformation contained the most misformation errors. The direct speech on number 6 is 'Ann said that "I like this song" ', and the students should transform it into indirect speech "Ann said that she liked that song." Most of the students used the infinitive verb "like" instead of "liked" because the students didn't know the past simple form of "like" and thought it had the same form like the infinitive form.

The students also made errors on verbs after modals. As the data question number 7, 10, and 18 that using modals were the next highest number of misformation error after number 6. The verbs used after modals should be infinitive form, but the students mostly used past simple form after modals because the students thought it has the same tenses change like the simple present tense in direct speech that changed into simple past tense in indirect speech.

From the result of the research, the sources of errors that the students made mostly intralingual errors and developmental errors. The students have incomplete application of rules and false concept hypothesized in used verb and modals in different tenses. Students also had developmental errors that happen when someone with limited knowledge about L2 creates wrong hypotheses or concepts in learning L2. The developmental errors shown on their answers in using "had" not only for the past perfect tense but also were the simple past tense. The developmental and interlingual errors also shown to the use of the incorrect form of past simple verb and modals in different tenses.

Conclusion

Based on the result of the error analysis of transforming direct speech into indirect speech performed by the students of the second year classes of English Department University of Indraprasta PGRI, the writer has conclusions are as follows:

1. There are 599 errors found which classified into omission, addition, misformation, and misordering. The most performed error is misformation, with the total errors 317 out of 599, or 52,92%. The misformation error way mostly found from the use of the form of verb. From the error analysis result of the test answers, the question number 12 contains the most error, 62 errors. The question number 12 is to transform the direct speech 'Jen said that "I may be late today" ' into indirect speech "Jen said that she might be late that day." On the other hand, the number that contains most error of misformation is question number 6, that is transforming direct speech 'Ann said that "I like this song" ' into indirect speech "Ann said that she

liked that song." The most misformationerrors found in transforming verb, and also in using infinitive verb after modals.

2. The percentage of each error made by the students is 24,21% or 145 errors of omission; 22,54% or 135 errors of addition; 52,92% or 317 errors of misformation, and 0,33% or 2 errors of misordering.

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