

THE ENGLISH INDIRECT SPEECH



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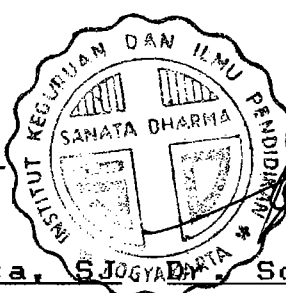

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I. 2243

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
TABLE OF CONTENTS	v
Chapter	
I INTRODUCTION	1
II WHAT IS INDIRECT SPEECH?	7
II.A. The Description of the Direct Speech	7
II.A.1 The Definition of the Direct Speech	8
II.A.2 The Reporting Clause and the Reported Clause in Direct Speech	9
II.A.2 a. The Reporting Clause	10
II.A.2 b. The Reported Clause	13
II.A.3 The Punctuation in Direct Speech	14
II.B. The Description of the Indirect Speech	18
II.B.1 The Definition of the Indirect Speech	18
II.B.2 The Reporting Clause and the Reported Clause in Indirect speech	19
II.B.2 a. The Reporting Clause	19
II.B.2 b. The Reported Clause	21
II.C. The Difference between the Direct Speech and the Indirect Speech	21
II.D. The Kinds of the Indirect Speech	24
II.D.1 The Indirect Command/Request	24
II.D.2 The Indirect Statement	32
II.D.3 The Indirect Question	35
a. The Indirect Question - Word - Question	35
b. The Indirect Yes - No Question	37
II.D.4 The Indirect Exclamation	38



Chapter		Page
III	THE CHANGES OF THE TENSES . . .	43
	III.A. The Back-Shift in the Present Form	45
	III.A.1 Simple Present Tense	45
	III.A.2 Present Continuous Tense	46
	III.A.3 Present Perfect Tense	47
	III.A.4 Present Perfect Continuous Tense	49
	III.B. The Back-Shift in the Past Form	50
	III.B.1 Simple Past Tense	50
	III.B.2 Past Continuous Tense	51
	III.B.3 Past Perfect Tense	53
	III.B.4 Past Perfect Continuous Tense	54
	III.C. The Back-Shift in the Future Form	55
	III.C.1 Simple Future Tense	56
	III.C.2 Future Continuous Tense	57
	III.C.3 Future Perfect Tense	58
	III.C.4 Future Perfect Continuous Tense	59
	III.D. Some Conditions in which the tenses do not change	60
	III.E. The Back-Shift in the Modal Auxiliary	66
IV	OTHER CHANGES WHICH ARE NECESSARY	73
	IV.A. The Changes of the Pronouns	73
	IV.A.1 The Changes of the Personal Pronouns	73
	IV.A.2 The Changes of the Demonstrative Pronouns	82
	IV.B. The Changes of the Adverbs	88
	IV.B.1 The Changes of the Adverb of Time	88
	IV.B.2 The Changes of the Adverb of Place	91

Chapter		Page
V	CONCLUSION AND SUGGESTIONS FOR THE TEACHING OF INDIRECT SPEECH	94
V.A.	Conclusion	94
V.B.	The Students' Difficulties in Learning the Direct Speech	99
V.C.	An Alternative Way to Teach the Indirect the Indirect Speech	101
	BIBLIOGRAPHY	114
	APPENDIX	116

Chapter I

INTRODUCTION

Most people in the world want to communicate with other people. Language, one of the important communication devices, helps us very much in keeping in with someone else. English, as an international language, plays a very important role in communication. Indonesian people, for example, can communicate with another people from many parts of the world by using English.

In a conversation, we often have to repeat what someone said to us to someone else. In this case, we do not need to repeat exactly the original speaker's sentence. On the other hand, we may say his sentence by using our own sentence on the condition that there is no change in meaning. Thus, we can use what is called the reported speech or the indirect speech.

Background

The indirect speech is one of the most difficult parts of the English grammar. When the writer was taught the Indirect Speech for the first time, she was confused, and so were her

friends. We wondered why simple present tense in the direct speech became simple past tense in the indirect speech; why "I" in the direct speech became "he" or "she" in the indirect speech; why "this" in the direct speech became "that" in the indirect speech, and so on.

Many people who learn English usually consider the indirect speech very difficult because of many changes, such as the changes of tenses, personal pronouns, adverb of time, and so on.

Because of many changes, many teachers also find some difficulties in explaining them to their students effectively. The writer often heard some English teachers complaining when they taught the indirect speech because most of their students did not really understand the changes and the students were confused.

That is why, in this occasion the writer actually wants to know the forms of the indirect speech which often make some learners confused. What are the changes that should be noticed when a direct speech turns to the indirect one? How should a teacher teach the indirect speech in an effective way so that the students can understand and can use it correctly?

Objective

This thesis tries to see the changes from the direct speech into the indirect one more closely, especially concerning the forms. In addition, it tries to suggest an alternative way of teaching the indirect speech in order that the students can learn more easily and understand more clearly.

Scope

In this thesis, first of all, the writer wants to talk about the description of the indirect speech. Then, she will discuss the changes of the tenses and other changes which are necessary. The last, she wants to talk about an alternative way of teaching the indirect speech.

Methodology

There are two ways in composing this thesis, namely library study and interview. The writer uses library study mostly as the methodology for gaining the data. She does an observation on the experts' findings through the English grammar books mostly.

First of all, the writer went to the library and the reading room and tried to find the books which are relevant to the topic of her study as many as possible. Then, she photocopied the materials she got.

After collecting the materials, the writer read them all. She picked up the essential information in terms of the forms of the indirect speech and then wrote it down on a piece of paper. The data which was not relevant was put aside.

After reading the books and having more information, the writer classified the data according to the kinds of the indirect speech, the changes of the tenses, the changes of the pronouns, and so on.

After that, the writer analyzed the data to find out the changes from the direct speech into the indirect one. Then, she began to write the thesis and tried to think about an alternative way of teaching the indirect speech.

Before giving some suggestions for teaching the indirect speech, the writer held some interviews to some experienced English teachers. The writer asked about the steps of teaching the indirect speech, teacher's difficulties, students'

difficulties and how to handle those difficulties. The results of the interviews can be found in Appendix.

Having got the data from the interview, the writer began to analyze each result of the interview. With the consideration of students' difficulties and the useful experiences of the experienced English teachers, she tried to make an alternative way of teaching the indirect speech.

Organization

The writer divides this thesis into five chapters as follows:

Chapter one is concerning the introduction. It gives us the overview of the whole thesis. It includes the background of choosing the topic, the objective of writing this thesis, the scope of discussion, the methodology of doing this thesis, and the organization of this thesis.

Chapter two talks about the description of the indirect speech. It covers the description of the direct speech, the description of the indirect speech, the difference between the direct speech and the indirect one, and the kinds of the indirect speech.

Chapter three discusses the changes of the tenses when turning the direct speech to the indirect one. It includes the changes of the present form, the past form, the future form, the modal auxiliary, and some conditions in which the tenses do not change.

Chapter four deals with the other changes which are necessary. This chapter consists of the changes of the personal pronoun, the demonstrative pronoun, the adverb of time, and the adverb of place.

In chapter five, the writer wants to conclude the analysis and talks about suggestions for the teaching of indirect speech.

The writer hopes this thesis can help the learners of English understand the necessary changes more clearly and more easily. Besides, it hopefully can reduce the difficulty in learning the indirect speech, especially concerning the forms. Last but not least, the writer hopes this thesis can help the English teachers present the indirect speech in a communicative way.

Chapter II

WHAT IS INDIRECT SPEECH?

This chapter deals with the description of the indirect speech. It is presented in four sections as follows: first, the description of the direct speech, second, the description of the indirect speech, third, the difference between direct speech and indirect speech, and the last, the kinds of the indirect speech.

The writer talks about the direct speech because it is closely related to the indirect speech. There will be no indirect speech if there is no direct speech because indirect speech derives from direct speech. With respect to that, the writer wants to discuss a little about the direct speech before coming to the indirect speech.

II.A. The Description of the Direct Speech

In this discussion, the writer wants to talk about the definition of the direct speech, the reporting clause and the reported clause in the direct speech, and the punctuation in the direct speech concerning the position of the reporting clause.

II.A.1. The Definition of the Direct Speech

There are many definitions about the direct speech written by grammarians, but most of them are similar. In this thesis, the writer takes some of their opinions.

K.F. Nicholson and J.A. Bright in their book English Language for School Certificate give this description:

When you record what someone has said, you can, if you wish, quote the actual words. This, of course, is direct speech. (p. 127)¹

Otto Jespersen in his book the Philosophy of Grammar, and C.E. Eckersley in his book Essential English for Foreign Students Book 3 use the term "oratio recta", that is the Latin words of the direct speech. They present this definition:

The exact words of the speaker (or writer) is direct speech (oratio recta) (p.290)²

J.C. Nesfield in his book "Outline of English Grammar" offers the definition as follows:

A speech is said to be in direct narration, when the very words used by the speaker are repeated without any change. (p. 171)³

Those definitions above are actually similar. G. Brackenbury in his book "Studies in English Idiom", however, presents the definition

which is rather different from many other grammarians. According to him, direct speech is the speech which is spoken to another person.

When one person speaks to another, he uses what is called "Direct Speech". (p. 82)⁴

The writer, in this case, has the same ideas as those grammarians above. According to her, direct speech may have two main meanings. First, direct speech is what is spoken by someone which seems to be his own words/ideas/thoughts. Second, direct speech is the speech that we use to repeat what is said by someone to someone else without any change in meaning and form. In the last definition, the form of the direct speech is exactly the same as the original speaker's speech.

II.A.2. The Reporting Clause and the Reported Clause in Direct Speech

Usually direct speech consists of two clauses, namely: reporting clause and reported clause. Sometimes, however, it consists of only one clause without the presence of the reporting clause. This is especially concerning Brackenbury's definition about the direct speech.

II.A.2.a. The Reporting Clause

Reporting clause in direct speech consists of a subject, that is the speaker and a reporting verb. The subject may be the name of the speaker, or in the form of a personal pronoun, or a noun phrase.

Examples:

- Mr. Presley said, "Please come to my house at Christmas Eve."
- She states, "My father has a new car."
- The old lady exclaimed, "What a naughty boy you are!"
- They answer, "We don't know."
- The new student said, "The lesson is boring"
- Sita declared, "I don't know what happened."

The reporting clauses of those examples are: Mr. Presley said, She states, The old lady exclaimed, They answer, The new student said, and Sita declared.

Sometimes, however, the reporting verb is followed by an object, that is the person addressed. The person addressed may take the form of a personal pronoun, the person's name, or a noun phrase.

Examples:

- She said to Emma, "I have a good grammar book."

- He told me, "Wait a minute!"
- "Have you ever been to Bali?" Roy asked a beautiful white woman.

In those examples, the reporting clauses are: She said to Emma, He told me, and Roy asked a beautiful white woman. The reporting verb "say" should be followed by "to" when the person addressed is mentioned. Some certain reporting verbs, such as "tell" require an object in the reporting clause.

Reporting clause can be classified into comment clause.

Structurally, the reporting clause, in direct speech, may be classed with comment clauses. (p. 785)"⁵

It can be placed variously in the sentence. Therefore, it may come at the beginning, in the middle, or at the end of the sentence. However, if we want to put it in the middle of the sentence, the sentence reported should consist of at least one phrase or one clause.

Examples:

- Tommi said, "Tomorrow we will have a party."
- "Tomorrow", Tommi said, "we will have a party."
- "Tomorrow we will have a party," Tommi said.

In the first example, the reporting clause comes at the beginning of the sentence. In the second example, the reporting clause comes in the middle of the sentence, and in the last example, the reporting clause comes at the end of the sentence.

The verb that is used in the reporting clause is called reporting verb. Usually it comes after the subject (the speaker), but it may also precede the subject of the reporting clause. When it comes before the subject of the reporting clause, it is called inversion. Inversion of a reporting clause is often used in journalistic writing.

In journalistic writing, a reporting clause with inversion sometimes occurs even in initial position: Declared tall, nineteen-year-old Napier: "The show will go on." (p.786)⁶

However, inversion usually occurs in the middle and at the end of the sentence.

Examples:

- "That is why," said Mary, "I am very happy today."
- "You should try again," says my father, "if you want to be successful."
- "Do you really love him?" asked Bambang.
- "You may not come late again!" remarked Mr. Hendro.

When the subject of the reporting clause is a pronoun, inversion is uncommon.

Inversion is unusual and archaic, however, when the subject of the reporting clause is a pronoun: ... said he. (p.342)⁷

In A Grammar of Contemporary English, however, it is said that in popular narrative style, the substandard inversion "says I" is sometimes heard. (p.786)⁸

II.A.2.b. The Reported Clause

The sentence which is quoted or the one containing the exact words of the speaker is called the reported clause. It should be written between the quotation marks (" ... ").

Examples:

- He said, "It's going to rain."
- "Where is my suitcase?" asked Renata
- "I don't believe you!" says Anna.

In those examples, the reported clauses are: It's going to rain, Where is my suitcase, and I don't believe you. In direct command/request, the person addressed is not always mentioned in the reported clause.

Examples:

- "Sit down!" he said.
- He said, "Follow me!"

- The teacher shouted, "Stop talking!"
- Maya said, "Help me!"
- She said, "Please wait a minute!"

II.A.3. The Punctuation in Direct Speech

Reporting clause is usually followed by a comma, except when it occurs at the end of the sentence. If it comes at the beginning of the sentence, however, it can be followed by a colon (:) instead of a comma.

Examples:

- He said: "I enjoy playing tennis."
- Santi replied: "I don't care about it."
- He stated, "The comprehensive examination will be held next July."
- Tanti said, "I cannot stand cold weather."

When the reporting clause occurs at the beginning of the sentence, the first letter should begin with a capital letter. After the reporting clause, we should add a comma or a colon. Then, it is followed by quotation marks. The sentence reported is put between the quotation marks, and the first letter should be written in a capital letter. In a direct statement, we should put a full stop at the end of the sentence reported before the last quotation mark. In a direct

question, we should put a question mark at the end of the question reported before the last quotation mark. In a direct exclamation or a direct command/request, we should put an exclamation mark at the end of the exclamation, or the command/request reported before the last quotation mark.

Examples:

- Rudy said, "Swimming is my favorite sport."
- Susan states, "The Grand Hotel belongs to my uncle."
- she asked me, "What is the meaning of 'Tut Wuri Handayani'?"
- He asked his grandfather, "Do you want to take a walk?"
- He exclaimed, "What a beautiful girl!"
- The teacher told Ninik, "Give this letter to your father!"
- She ordered him, "Go out!"

If the sentence which is reported is more than one, the quotation marks are placed only at the beginning of the first sentence and at the end of the last sentence. It should be noted that quotation marks always come in pairs.

Quotation marks come in pairs, one set at the beginning and one set at the end of every quoted part. (p.337)⁹

Examples:

- Devi replied, "Of course, I am happy to be with him. I always wait for his coming. Each night I pray and now my dreams come true."
- He wondered, "What should I do? Shall I enter this room? What should I say to her?"

When the reporting clause occurs in the middle of the sentence, the first phrase which is reported is put between the quotation marks, and the first letter should be written in a capital letter. After the first phrase, we place a comma and it should be put before the last quotation mark. Then, the reporting clause is written in the middle of the sentence. The first letter of the reporting clause need not be written in a capital letter except the name of the person. The reporting clause is followed by a comma. Then, the rest of the sentence which is reported is put between the quotation marks and it need not be started by a capital letter. Before closing the sentence with quotation marks, we should put a full stop at the end of the sentence. The reporting clause which comes in the middle of the sentence usually occurs in direct statement.

Examples:

- "Sometimes," Rina says, "I feel very sad."
- "In England," said Ratna, "shoes are very expensive."

- "I don't really understand," declared Ari, "what she said to me."
- "I want," the prisoner said, "to be at home again."

When the reporting clause comes at the end of the sentence, the reported sentence should be started by a capital letter. Then, the sentence reported is placed between the quotation marks, but before closing the sentence with quotation marks, we should put a comma if we make a direct statement. If we make a direct question, the comma is replaced by a quotation mark. If we make a direct exclamation, or a direct command/request, the comma should be replaced by an exclamation mark. The reporting clause should not be started by a capital letter except if the first word is the person's name.

Examples:

- "In the heat of battle, people don't see what they're doing to each other," says Dr. Pittman. (p.26)¹⁰
- "What's your name?" asked the doctor.
- "Shut up!" he shouted.
- "What a lazy man!" she exclaimed.
- "Please stay for a while!" Nina begged.

II.B. The Description of the Indirect Speech

In this discussion, the writer wants to talk about the definition of the indirect speech, the reporting clause and the reported clause in indirect speech.

II.B.1. The Definition of the Indirect Speech

There are many definitions of the indirect speech written by many grammarians. Most of them use the terms reported speech or indirect speech. Otto Jespersen and C.E. Eckersley give the Latin words of indirect speech, that is oratio obliqua.

In this thesis, the writer takes two definitions of the grammarians. The first definition belongs to Thomson and Martinet in their book A Practical English Grammar, and the second definition is taken from Essential English for Foreign Students which is written by C.E. Eckersley.

In indirect speech we give the exact meaning of a remark or speech, without necessarily using the speaker's exact words. (p.178)¹¹

We can give the same meaning with a different form to show that the words have been reported indirectly by another speaker. (p.11)¹²

The writer agrees with those definitions above. In her opinion, indirect speech or reported speech is the speech which is used to report someone's sentence to someone else without necessarily using the exact words of the original speaker, but the meaning of the sentence reported should be the same as the original speech.

II.B.2. The Reporting Clause and the Reported Clause in Indirect Speech

As the direct speech, the indirect speech also consists of two clauses, namely: the reporting clause and the reported clause. Both the clauses should occur in the indirect speech.

II.B.2.a. The Reporting Clause

The reporting clause in indirect speech is like the one in the direct speech. It usually consists of a subject, that is the speaker, and a reporting verb, and sometimes also an object, that is the person addressed. It never comes in the middle of the sentence, but it often appears in the beginning of the sentence. It may also appear at the end of the sentence, but it is very rare.

Examples:

- He said that the examinations were extremely difficult.
- Lany told me that you had a new boy-friend.
- Adi asked his sister why she looked so sad.
- Helen was childish, he remarked.
- Gardena Department store had burnt down, he asserted.

The reporting clauses "He said", "Lani told me", and "Adi asked his sister" in those examples

come at the beginning of the sentences, whereas the reporting clauses "he remarked", "he asserted" come at the end of the sentences.

K.F. Nicholson and J.A. Bright in their book English Language for School Certificate list many possible reporting verbs that can be used to describe various ways of reporting sentences. Those verbs are: "say, remark, maintain, argue, assert, declare, state, inform, announce, tell, recount, ask, enquire, demand, query, question, acknowledge, agree, admit, command, instruct, direct. (p.129)¹³

The use of the reporting verb in indirect speech should be in accordance with the expression of the direct speech. Therefore, we should not always use the same reporting verb every time we make the indirect speech.

Examples:

- He said, "I have no experience in teaching yet."
- He admitted that he had no experience in teaching yet.
- Susy said, "I am right and he is wrong."
- Susy maintained that she was right and he was wrong.
- "What do you want?" asked the employer.
- The employer enquired what the employee wanted.

- Gito said, "The train will arrive five minutes earlier."
- Gito informed that the train would arrive five minutes earlier.

There is no inversion in the reporting clause of the indirect speech.

II.B.2.b. The Reported Clause

Because indirect speech derives from direct speech, the reported clause of the indirect speech should have the same meaning as the one of the direct speech. On the other hand, the form of the indirect speech may not be the same as the one of the direct speech. When the direct speech turns to the indirect one, there are many changes which are necessary. They all will be discussed in the following discussions.

II.C. The Difference Between the Direct Speech and the Indirect Speech

There are two ways of repeating what has been said by someone. They are direct and indirect speech. Although the main meaning of the sentence which is reported directly or indirectly is actually similar, there are several differences between them that the writer notices.

The first difference is related to punctuation. Direct speech has rather more complicated punctuation rule than the indirect speech. In direct speech, the speech uttered by the speaker should be written between the quotation marks. In contrast, there are no quotation marks which show the sentence reported in the indirect speech.

The second difference is related to the position of the reporting clause. In direct speech, we can put the reporting clause in various ways: at the beginning, in the middle, or at the end of the sentence, whereas in indirect speech, we cannot put the reporting clause in the middle of the sentence.

The third difference concerns the position of the reporting verb in the reporting clause. In direct speech, the reporting verb may come after or before the subject of the reporting clause. In indirect speech, however, the subject of the reporting clause should precede the reporting verb. In other words, there is no inversion of the reporting verb in indirect speech.

The fourth difference is related to the reported clause. In direct speech, the sentence reported should have the same form as the speech uttered by the original speaker. On the other hand, the sentence which is reported in indirect speech usually has many changes in terms of the tenses, personal pronouns, possessive adjectives, demonstrative pronouns, adverbs of time, etc. Those changes are likely to occur when the sentence is reported at different time and at a different place from the original speaker.

The last difference concerns the presence of the reporting clause in spoken language. In Indirect speech, we should mention the reporting clause. In direct speech, however, we need not use the reporting clause if we say our own words/idea/thought.

Those are the difference between direct and indirect speech that the writer finds. Usually people prefer using indirect speech to direct speech. There are some reasons why indirect speech is preferable.

First, people can say something rather more briefly by using indirect speech because we need not repeat exactly the same sentence as the

original speaker's words. That is why indirect speech is often used in summary work.

You will also note that reported or indirect speech often enables you to say things rather more concisely, and you will therefore often want to use it in summary work. (p.128)¹⁴

Second, indirect speech is simpler than direct speech in writing system. In direct speech, we should notice the uses of quotation marks, exclamation marks, question marks, and so on. In indirect speech, however, we are not troubled by the quotation marks.

The last, by using the indirect speech, we can avoid monotony because there are various ways of reporting what has been said by someone.

Turning into Indirect Speech is often made easier (and monotony is avoided too) if you remember that you have a wide choice of words to describe various ways of "saying". (p.128)¹⁵

II.D. The Kinds of the Indirect Speech

There are various opinions concerning the kinds of the indirect speech written by many grammarians. According to Greta C. Librata, indirect speech is divided into four parts, namely: imperative, statement, question, and request. G. Brackenbury in his book *Studies in English Idiom*, on the other hand, classifies the

indirect speech into three kinds, namely: statement, question, and command. Some English grammar books discuss exclamation in the indirect speech, but most English grammar books do not talk about it.

In this thesis, the writer wants to combine the opinions of the grammarians. Actually there are five kinds of indirect speech, namely: indirect command, indirect request, indirect statement, indirect question, and indirect exclamation. She divides the indirect speech into four kinds as follows: command/request, statement, question, and exclamation. Command and request are put together because they are similar in some cases.

In this discussion, the writer wants to talk about indirect command/indirect request first because there is only a few change from direct command/direct request to the indirect command/indirect request. Therefore, she considers indirect command/request the easiest kind of the indirect speech. Then, she discusses indirect statement before coming to the indirect question because she thinks indirect statement is easier than indirect question. In indirect statement, there is no change in the sequence of word-order.



In indirect question, there is a change in the sequence of word-order. Therefore, it is discussed after the indirect statement. The indirect exclamation comes at the end because the changes of its form are similar to those in the indirect question, especially in wh-question.

II.D.1. The Indirect Command / The Indirect Request

The reporting verbs that can be used in indirect command/request are: advise, ask, command, demand, forbid, insist, instruct, order, propose, remind, require, suggest, tell, urge, warn, etc. There are some reporting verbs that can be used to express a command politely. Those verbs are: beg, entreat, implore, pray, request.

If the command is expressed politely or as a prayer or entreaty, use some such word as beg, entreat, implore, pray, request. (p.87)¹⁶

The reporting verbs that are often used in indirect command and indirect request are: ask, order, and tell.

If the Direct Speech is a command or a request, the Indirect Speech is introduced by "told", "ordered", "asked". (p.40)¹⁷

Those reporting verbs should be immediately followed by the person addressed that can be in

the form of name, personal pronoun, noun, or noun phrase, though the name of the person addressed does not always occur in the direct command/request.

Examples:

- The teacher said, "Go away!"
 - The teacher told him to go away.
- The major said, "Catch him!"
 - The major ordered a policeman to catch him.
- Rani said, "Mail this letter!"
 - Rani asked Joko to mail the letter.
- Jack said, "Kill dr. Miranda!"
 - Jack told the man holding the gun to kill dr. Miranda.
- She said, "Come in!"
 - She asked me to come in.

Those reporting verbs, however, may not be followed by the person addressed when the reporting clause is in passive construction. In this case, the reporting verb is immediately followed by to-infinitive clause.

Examples:

- She said, "Go out!"
 - Anto was told to go out.
- The teacher said, "Open the windows, Bram!"
 - Bram was told to open the windows.

- Nia says, "Stop complaining, Sri!"
 - Sri is asked to stop complaining.
- Niken said, "Sing that song again, Oda!"
 - Oda was asked to sing the song again.

From those examples, we can see that the reported clauses of the direct commands/requests become the to-infinitive clauses in the indirect commands/requests. Therefore, there is no back-shift of tense in indirect commands/requests in such constructions.

The negative imperative "Don't" in direct command becomes "not" and to-infinitive in indirect command.

Don't in the direct Command becomes "not" in the Indirect Command. (p.40)¹⁸

Examples:

- Gabrielle said, "Don't be afraid, Mary!"
 - Gabrielle told Mary not to be afraid.
- "Don't waste your money!" he said to his daughter.
 - He told his daughter not to waste her money.
- He told Ann, "Don't cry!"
 - He asked Ann not to cry.
- The teacher said, "Don't talk!"
 - The teacher ordered the students not to talk.

If there is "will you" in direct command, the reporting verb of the indirect command will be "tell".

Will you either at the beginning or end of a sentence can express a command. This is more authoritative than polite and often indicates impatience. It is expressed in indirect speech by tell.
(p.185)¹⁹

Examples:

- "Come on time, will you," said Magda.
 - Magda told me to come on time.
- "Will you stop laughing," she said.
 - She told them to stop laughing.
- "Will you speak loudly," said Iskak.
 - Iskak told her to speak loudly.
- "Be careful, will you," said Harry.
 - Harry told Joe to be careful.

According to Thomson and Martinet in their book A Practical English Grammar, there is another way of expressing indirect command, that is by using the reporting verb "say" which is then followed by: that, the person addressed, be (am/is/are/was/were), and to-infinitive. The form of "be" depends on the form of the reporting verb. If the reporting verb is in present form, the "be" should be am, is, or are. If the reporting verb is in past form, the "be" will be was or were.

A.J. Thomson and A.V. Martinet note that the "be" + infinitive construction is particularly useful in the following cases.²⁰

1. When the command is introduced by a verb in the present tense.

Examples:

- He says, "Leave me alone!"
 - He says that we are to leave him alone.
- Ira says, "Take care of my youngest brother!"
 - Ira says that I am to take care of her youngest brother.
- Dewi says, "Send me a letter once a week, Ben!"
 - Dewi says that Ben is to send her a letter once a week.

2. When a command is preceded by a clause (usually of time or condition).

Examples:

- She said, "If I shout, help me!"
 - She said that if she shouted I was to help her.
- Sandy said, "As soon as you arrive in Semarang, ring me!"
 - Sandy said that as soon as I arrived in Semarang I was to ring her.
- He said, "When you leave this room, close the door!"

- He said that when I left that room I was to close the door.

The negative imperative may also be reported by using the reporting verb "say". It is then followed by a conjunction "that", the person addressed, "be" (am, is, are, was, were), "not", and to-infinitive.

Examples:

- Vivi said, "Don't tell my secret to anyone!"
 - Vivi said that I was not to tell her secret to anyone.
- Sally said, "Don't trust him!"
 - Sally said that I was not to trust him.
- Deddy said, "Don't tell a lie, Dina!"
 - Deddy said that Dina was not to tell a lie.

The word "please" in direct request can be put after "to" and before the infinitive in indirect request. However, it is optional. It makes the expression of the request polite.

In indirect request, "please" can be used as a polite expression after to.
(p.15)²¹

When the request is in a negative form, we should put the word "not" after the word "please".

Examples:

- Mrs. Smith said, "Open the door, please!"
 - Mrs. Smith told Yanto to please open the door.

- Mr. Johnson said, "Please, don't go!"
 - Mr. Johnson begged his wife to please not go.
- He said, "Give me some money, please!"
 - He asked his mother to please give him some money.
- She said, "Please, don't bother me!"
 - She told Lia to please not bother her.

"Would you" or "Could you" in direct request can be reported by using the reporting verb "ask", then it is followed by the person addressed and to-infinitive.

Examples:

- She said, "Would you come to my house?"
 - She asked him to come to her house.
- "Would you make a cup of coffee?" said Joan.
 - Joan asked me to make a cup of coffee.
- He said, "Could you wait for me?"
 - He asked his friend to wait for him.
- "Could you help me?" asked Nanik.
 - Nanik asked me to help her.

II.D.2. The Indirect Statement

The possible reporting verbs in indirect statement are: admit, assert, announce, declare, say, state, tell, etc. The reporting verb "say" is likely to occur more frequently than the other reporting verbs.

There is a difference between the reporting verb "say" and "tell". If we want to mention the person addressed immediately after the reporting verb, we should use the reporting verb "tell" instead of "say". On the other hand, if we do not mention the person addressed, we should use the reporting verb "say" instead of "tell".

Examples:

- Helga said, "My mother's name is Frida."
 - Helga told me that her mother's name was Frida.
- He said, "My house is near IKIP Sanata Dharma."
 - He told them that his house was near IKIP Sanata Dharma.
- She said, "I saw an accident yesterday."
 - She said that she had seen an accident the day before.
- Tati said, "I have a funny dog."
 - Tati said that she had a funny dog.

There is usually a conjunction "that" between the reporting clause and the reported clause of an indirect statement, but it is optional. In other words, we may use it or not.

Examples:

- He said (that) he would study abroad.
- Mariana said (that) she had graduated.
- I told him (that) I could not swim.

- She told me (that) you would get married.
- She states (that) Ali is innocent.

There is no change of word-order when a direct statement turns into the indirect one. However, there are usually the changes of tense, personal pronoun, possessive pronoun, demonstrative pronoun, adverb of time, adverb of place when turning a direct statement into the indirect one. All those changes will be discussed in the following chapters.

The rules in positive statement can also be applied in negative statement. There is no change in word-order, but there are usually the changes of tense, personal pronoun, possessive pronoun, demonstrative pronoun, adverb of time, and adverb of place when a direct negative sentence turns into the indirect one. The conjunction "that" may also be omitted.

Examples:

- Yanti said, "I don't like smoking."
 - Yanti said (that) she didn't like smoking.
- Robert said, "I have not eaten breakfast yet."
 - Robert said (that) he had not eaten breakfast yet.
- They said, "We didn't go to school yesterday."
 - They said (that) they had not gone to school the day before.

- He said, "Sandra is not lazy."
 - He told me (that) Sandra was not lazy.
- Judah said, "I am not a liar."
 - Judah declared (that) he was not a liar.

II.D.3. The Indirect Question

There are two types of questions, namely: open question or what is called yes-no question, and question-word question or what is called wh-question. There is a slight difference between them in indirect speech, especially concerning the conjunction.

In this discussion, the writer wants to talk about the question-word question first before coming to the open question because the conjunction in indirect question-word question is the same as the question word which is used in direct question. Therefore, the writer considers it less difficult than the indirect open question.

II.D.3.a. The Indirect Questions-Word Question

The reporting verbs that are usually used in indirect question are: ask, inquire, want to know, wonder. The reporting verb "ask" should be followed by the speaker addressed in indirect question, but the reporting verbs "inquire, want

to know, wonder" cannot be followed by the person addressed.

... inquire, wonder, want to know cannot take an indirect object, so if we wish to report a question where the person addressed is mentioned, we must use ask.
(p.182)²²

Examples:

- He asked Nancy, "What will you do this evening?"
- He asked Nancy what she would do that evening.
- "Where do you live?" asked Roni.
- Roni wanted to know where I lived.
- "Who is that girl?" he asked to himself.
- He wondered who that girl was.
- She said, "When is your birthday?"
- She inquired when my birthday was.
- "Why are you laughing?" asked Mita.
- Mita wanted to know why they were laughing.

From those examples, we can see that in indirect question above, the question word used in direct question is repeated. Then, the rest of the words should come in the form of statement. Therefore, the question mark is not used anymore. The changes of tenses, personal pronouns, possessive pronouns, etc. are like those in indirect statement.

II.D.3.b. The Indirect Yes-No Question

The indirect yes-no question is similar to the indirect question-word question. The only difference is that in indirect yes-no question we use the conjunction "if" or "whether", whereas in indirect question-word question we use the wh-question which begins the direct question as the conjunction.

The reporting verbs that can be used in indirect yes-no question are the same as those in indirect question-word question. Therefore after the reporting verbs "inquire, wonder, want to know", we should put the conjunction "if" or "whether". When we use the reporting verb "ask", the conjunction "if" or "whether" comes after the person addressed.

Examples:

- "Are you hungry?" asked Rita.
 - Rita wanted to know if I was hungry.
- Clift asked Susana, "Do you love me?"
 - Clift asked Susana if she loved him.
- Leo said, "Have you ever been to Bali?"
 - Leo inquired whether I had ever been to Bali.
- "Does she see me?" he asked to himself.
 - He wondered whether she saw him.
- Wati said, "Is Ratih still angry with me?"

- Wati wanted to know whether Ratih was still angry with her.
- "Did they blame me?" asked Anton.
- Anton inquired if they had blamed him.

The use of conjunction "if" or "whether" is obligatory, so we have to use it. We may use either "if" or "whether" as a conjunction between the reporting clause and the reported clause. However, "whether" is more precise than "if" because it implies both "if" and "if not".

"Whether" is a more accurate word to use, since it implies "if" or "if not", but "if", being shorter, is more commonly used. (p.260)²³

The reported clause in indirect question should be in the form of statement. Therefore, the subject should precede the verb, and the auxiliaries "do, does, did" should not be mentioned again. The changes of tenses, personal pronouns, possessive pronouns, etc. are similar to those in indirect statement.

II.D.4. The Indirect Exclamation

From many English grammar books that the writer read, there are only four books mentioning exclamation in indirect speech. They are: A University Grammar of English written by Randolph

Quirk and Sidney Greenbaum, Bahasa Inggris Untuk Fakultas Ilmu-Ilmu Sosial written by Greta C. Librata, A Practical English Grammar written by A.J. Thomson and A.V. Martinet, and Living English Structure written by W. Stannard Allen. They all discuss indirect exclamation only a little, particularly A University Grammar of English and Bahasa Inggris Untuk Fakultas Ilmu-Ilmu Sosial.

In Bahasa Inggris Untuk Fakultas Ilmu-Ilmu Sosial, it is said that exclamation is seldom used in indirect speech. Then, it is followed by an example. In A University Grammar of English, indirect exclamation is mentioned only through one example.

Exclamation should be altered into statement form in indirect speech. There are various ways of reporting an exclamation. The possible reporting verbs that can be used are: exclaim, greet, remark, wish, etc. According to W. Stannard Allen, we should try to express the emotion or the feeling that is implied in an exclamation to an indirect exclamation.

Reporting an exclamation is usually best achieved by a circumlocution reflecting the spirit of the original exclamation. (p.270)²⁴

Examples:

- He said, "Happy Birthday!"
 - He wished me a happy birthday.
- "What a beautiful Sunday!" they said.
 - They remarked what a beautiful Sunday it was.
 - Or: They remarked that it was a beautiful Sunday.
- Linda said, "Good evening!"
 - Linda greeted the teacher a good evening.
 - Or: Linda wished the teacher a good evening.
- She said, "Merry Christmas!"
 - She wished them a merry Christmas.

According to A.J. Thomson and A.V. Martinet, the exclamation which is preceded by "What a ..." or "How ..." can be expressed in indirect speech by: The speaker, the reporting verb "say", the conjunction "that", and "it is". "It is" here is used when the exclamation refers to something, but when it refers to more than one thing it is replaced by "they are". According to the writer, we may use a person's name, or a noun, or a noun phrase and "be" (am, is, are, was, were) instead of "it is", or "they are".

Examples:

- Toni said, "What a good film!"
 - Toni said that it was a good film.

- The director said, "How perfect!"
 - The director said that his act was perfect.
- Rica said, "What a beautiful painting!"
 - Rica said that it was a beautiful painting.
- Yani said, "How brave you are!"
 - Yani said that Henry was brave.
- He says, "What a charming girl!"
 - He says that she is a charming girl.
- She says, "How smart they are!"
 - She says that the students are smart.

The tense of the reported exclamation should be in accordance with the tense of the reporting clause. When the reporting verb comes in the present form, the reported clause should come in the present form as well. On the other hand, when the reporting verb is in the past form, the present form of the exclamation should be altered into the past form as well.

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19. Thomson and Martinet, op.cit., p.185.
20. Ibid.
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Chapter III

THE CHANGES OF THE TENSES

This chapter deals with the changes of the tenses when turning the direct speeches into the indirect ones. Before discussing the changes of the tenses, first of all we should notice that the form of the reporting verb in indirect speech has great influence upon the tense which is used in the indirect speech.

When the reporting verb is in the present, present perfect, or future tense, there is no tense-change in the reported clause. In other words, the tense of the speech reported will remain the same as the tense of the speech uttered by the original speaker.

... when the reporting verb is in the present, present perfect, or future tense, there is no change of tense in the words reported. (P.254)¹

Examples:

- Rosy has said, "I am confused."
- Rosy has said that she is confused.
- "What's your name?" asks the old teacher.
- The old teacher asks me what my name is.

- Joe will exclaim, "What a luxury car!"
 - Joe will exclaim that Rolls Royce is a luxury car.
- "Do you have a boy-friend?" my uncle has asked me.
 - My uncle has asked me whether I have a boy-friend.

There are no tense-changes in those examples because the reporting verb in the first example is in present perfect tense, the reporting verb in the second example is in present tense, the reporting verb in the third example is in future tense, and the reporting verb in the last example is in present perfect tense.

The tense-change in indirect speech will occur if the reporting verb which is used is in the past form. The tense-change in indirect speech is usually called the back-shift of tense because the tense of the speech reported in the indirect speech moves one step back in time from the tense which is used by the original speaker.

Concerning the past reporting verb, the writer divides this chapter into five sections. The first section deals with the back-shift in the present form. The second section is related to the back-shift in the past form. The third section

talks about the back-shift in the future form. The fourth section discusses some conditions in which the tenses do not change. The last section discusses the back-shift in the modal auxiliary.

III.A. The Back-Shift in the Present Form

In this section, the writer talks about the back-shift of simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense.

III.A.1. Simple Present Tense

Simple present tense takes the first form of a verb. In direct speech, when simple present tense is used in the reported clause, it is normally changed into simple past tense in the indirect speech. It is because the speech of the original speaker is seen as an event which happened in the past when it is reported.

Examples:

- "I need more information about it," he whispered.
- He said that he needed more information about it.
- Endang answered, "I want to stay at home."
- Endang told me that she wanted to stay at home.

- "Are you angry with your sister, Rita?" asked Aris.
- Aris inquired whether Rita was angry with her sister.
- "What are your hobbies?" asked Wawan.
- Wawan inquired what her hobbies were.

From those examples above, we can see that the verbs of the first form in the direct speeches turn into the verbs of the second form in the indirect ones. The verb "need" becomes "needed", "want" becomes "wanted", "are you" changes into "Rita was", and "are your hobbies" turns into "her hobbies were".

The change of simple present "be" into simple past "be" should be in accordance with the subject of the reported clause in the indirect speech. Usually if the subject is singular, except the second person "you", we may use "was", and when the subject is plural, we use "were".

III.A.2. Present Continuous Tense

The form of present continuous tense is the first form of the auxiliary verb "to be" (am, is, are) and the present participle. Present continuous tense in the reported clause of a direct speech is usually altered into past

continuous tense in the indirect speech. Therefore, the change is on the auxiliary verb "to be".

Examples:

- He said, "Miss Mariana is teaching English at IKIP Sanata Dharma."
- He told me that Miss Mariana was teaching English at IKIP Sanata Dharma.
- "Is Lisa sleeping?" asked Kiki.
- Kiki wondered if Lisa was sleeping.
- "What are you talking about?" asked Lucy.
- Lucy wanted to know what we were talking about.
- "I am looking for my umbrella," I said.
- I said that I was looking for my umbrella.

In those examples, "is teaching" becomes "was teaching", "is sleeping" is converted into "was sleeping", "are talking" becomes "were talking", and "am looking for" turns into "was looking for". In this case, the change of the auxiliary verb "to be" depends on the subject of the reported clause.

III.A.3. Present Perfect Tense

The form of present perfect tense is "have/has" and the past participle. Present

perfect tense in the reported clause of a direct speech is usually converted into past perfect tense in the direct speech.

Examples:

- She said, "The cat has stolen the meat."
 - She stated that the cat had stolen the meat.
- Dora said, "I have never been to Singapore."
 - Dora said that she had never been to Singapore.
- "Have you seen the film 'Out of Africa'? asked Robin.
 - Robin asked Betty if she had seen the film 'Out of Africa'.
- Rima said, "I have studied English since 1980."
 - Rima said that she had studied English since 1980.

In those examples, "has stolen" becomes "had stolen" "have never been" becomes "had never been", "have you seen" changes into "she had seen", and "have studied" becomes "had studied". Either the subject of the reported clause is singular or plural, we use "had" and the past participle when reporting a present perfect sentence.

III.A.4. Present Perfect Continuous Tense

The form of present perfect continuous tense is "have/has", the present perfect of the verb "to be", and the present participle. If the reported clause of a direct speech is in present perfect continuous tense, it will change into past perfect continuous tense in the indirect speech.

Examples:

- Marta said, "I have been studying mathematics for an hour."
- Marta said that she had been studying mathematics for an hour.
- "My sister has been waiting for you," said Sambas.
- Sambas informed that his sister had been waiting for me.
- "I have been reading English grammar books since August," she said
- She said that she had been reading English grammar books since August.
- "My father has been painting the fence," I said.
- I told him that my father had been painting the fence.

In those examples, we can see that "have been studying" becomes "had been studying", "has been waiting" turns into "had been waiting", "have

been reading" becomes "had been reading", and "has been painting" is converted into "had been painting". Thus, the change is on "have/has" which then becomes "had".

III.B. The Back-Shift in the Past Form

This section deals with the changes of simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

III.B.1. Simple Past Tense

Simple past tense is formed by the second form of a verb. When it occurs in the reported clause of a direct speech, it usually becomes past perfect tense in the indirect one. This is because the situation which is expressed in the direct speech happened in the past, therefore if we report it at present, it is then seen as an event happened past in the past. As a result, we have to use past perfect tense in the indirect speech.

Examples:

- Sari asked me, "Why did he shout?"
 - Sari wanted to know why he had shouted.
- "Yesterday," said Ella, "I met Rano Karno at Malioboro."
 - Ella told me that she had met Rano Karno at



Malioboro the day before.

- "Your brother lent me some novels," said Mike.
- Mike told me that my brother had lent her some novels.
- "Did Hana refuse to sing at the party?" asked Fadli.
- Fadli asked his friend if Hana had refused to sing at the party.

In those examples, we can see that "did he shout" becomes "he had shouted", "met" becomes "had met", "lent" is converted into "had lent", and "did Hana refuse" is changed into "Hana had refused". The past direct question should be altered into the past perfect indirect statement.

III.B.2. Past Continuous Tense

The form of past continuous tense is the past form of the auxiliary "be" (was/were) and the present participle. In theory, the past continuous direct speech changes into the past perfect continuous tense in the indirect speech. However, some English grammar books mention the fact that the past continuous direct speech is seldom converted into the past perfect continuous indirect speech.

A change from past continuous to past perfect continuous is rare. (p.15)²

A.J. Thomson and A.V. Martinet say that the past continuous direct speech usually remain the same in the indirect speech. However, when it refers to a completed action, it usually changes into past perfect continuous in the indirect speech.

The past continuous tense in theory changes to the past perfect continuous but in practice usually remains unchanged except when it refers to a completed action. (p.179)³

Examples:

- Rini said, "I was crossing the street when the accident happened."
- Rini said that she had been crossing the street when the accident happened.
- "I was eating breakfast when the telephone rang," she explained.
- She explained that she had been eating breakfast when the telephone rang.
- "What was she doing when you entered her room?" inquired Diana.
- Diana inquired what she had been doing when I entered her room.
- "My sister was crying," she replied, "when you knocked at the door."
- She said that her sister had been crying when I knocked at the door.

In those examples above, "was crossing" becomes "had been crossing", "was eating" changes

into "had been eating", "was she doing" becomes "she had been doing", and "was crying" turns into "had been crying". In this case, the simple past tense in the time clause remains the same as the one in the direct speech. Therefore, in those examples, "happened", "rang", "entered", and "knocked" do not change in the indirect speech.

Past/past continuous tenses used in time clauses do not normally change. (p.179)⁴

III.B.3. Past Perfect Tense

The form of past perfect tense is "had" and the past participle. There is no back-shift to past perfect tense in the indirect speech because it already expresses an event which happened past in the past.

... if a verb is already in the past perfect form, it already expresses 'past in the past', and no further back-shift to 'past in the past' can be expressed through the grammar of the English verb. (p. 787)⁵

Examples:

- Jane explained, "I had lived in Chicago before the second world war."
- Jane told them that she had lived in Chicago before the second world war.
- "He had given me a gift before leaving my house," said Susan.

- Susan said that he had given her a gift before leaving her house.
- "The thieves had broken the key before entering the room," said Mr. Sutejo.
- Mr. Sutejo claimed that the thieves had broken the key before entering the room.
- He said, "I had left my coat on the 9:00 train.
- He said that he had left his coat on the 9:00 train.

In those examples, we can see that the past perfect direct speech remain the same in the indirect speech. Thus, "had lived", "had given", "had broken", and "had left" do not alter in the indirect speech.

III.B.4. Past Perfect Continuous Tense

The form of past perfect continuous tense is "had been" and the present participle. As the past perfect tense, it cannot be back-shifted in the indirect speech. Therefore, the past perfect continuous direct speech will remain the same in the indirect speech.

Examples:

- Grace said, "I had been teaching French for two years when the first world war broke."
- Grace said that she had been teaching French for two years when the first world war broke.

- Lina said, "I had been sleeping the whole afternoon."
- Lina told her friend that she had been sleeping the whole afternoon.
- He said, "I had been trying to get information about her."
- He told me that he had been trying to get information about her.
- "I had been studying English since ten years old," she explained.
- She asserted that she had been studying English since ten years old.

In those examples, "had been teaching", "had been sleeping", "had been trying", and "had been studying" remain the same in the indirect speech. In the first example, we can see that the past tense used in the time clause of the direct speech remains the same in the indirect one.

III.C. The Back-Shift in the Future Form

In this section, the writer talks about the back-shift of simple future tense, future continuous tense, future perfect tense, and future perfect continuous tense. There are many ways of expressing the future, but in this discussion the writer limits to the "shall/will" form.

III.C.1. Simple Future Tense

The form of simple future tense is "shall/will" and infinitive without to. We use "shall" for the first person either singular or plural. Simple future tense in the reported clause of a direct speech is normally changed into conditional form in the indirect speech. In this case, "shall" turns into "would" in the indirect speech.

Examples:

- "I shall teach English in SMA Stella Duce," I stated.
- I stated that I would teach English in SMA Stella Duce.
- "Will you send her a Christmas card?" I asked Derry.
- I asked Derry whether she would send her a Christmas card.
- The teacher said, "We shall overcome this problem together."
- The teacher said that they would overcome that problem together.
- "They will not believe me again," said the prisoner.
- The prisoner said that they would not believe him again.

In those examples, "shall teach" changes into "would teach", "will you send" is converted into "she would send", "shall overcome" turns into "would overcome", and "will not believe" becomes "would not believe". In this case, either "will" or "shall" changes into "would".

III.C.2. Future Continuous Tense

The form of future continuous tense is "shall/will", the auxiliary verb "be", and the present participle. Future continuous tense in the reported clause of a direct speech changes into conditional continuous in the indirect speech.

Examples:

- She said, "He will be passing this street again."
- She said that he would be passing that street again.
- "I shall be discussing this question with my friends at nine o'clock," I replied.
- I told him that I would be discussing that question with my friends at nine o'clock.
- The employer said, "They won't be working tomorrow."
- The employer told me that they would not be working the next day.
- "She will be waiting for me," he said.
- He said that she would be waiting for him.

In those examples, "will be passing" turns into "would be passing", "shall be discussing" becomes "would be discussing", "won't be working" is converted into "would not be working", and "will be waiting" changes into "would be waiting". As the simple future direct speech, the future continuous direct speech "shall/will" will change into "would" if it is converted into the indirect speech.

III.C.3. Future Perfect Tense

The form of future perfect tense is "shall/will", "have", and the past participle. Future perfect tense in the reported clause of a direct speech is normally changed into conditional perfect in the indirect speech.

Examples:

- Bob said, "The film will have started by the time when we reach there."
- Bob said that the film would have started by the time when they reach there.
- Eva said, "He will have realized how dangerous his duty is by the end of this month."
- Eva told me that he would have realized how dangerous his duty was by the end of that month.

- "I shall have finished reading your novel by dinner time," he promised.
- He told me that he would have finished reading my novel by dinner time.
- "Will you have married in three years' time?" asked Ina.
- Ina inquired if I would have married in three years' time.

In those examples, we can see that "will have started" changes into "would have started", "will have realized" turns into "would have realized", "shall have finished" becomes "would have finished", and "will you have married" changes into "I would have married".

III.C.4. Future Perfect Continuous Tense

The form of future perfect continuous tense is "shall/will", "have been", and the present participle. Future perfect continuous tense in the reported clause of a direct speech will normally become the conditional perfect continuous in the indirect speech.

Examples:

- Lena said, "I shall have been studying English for seven years by the end of this year."

- Lena said that she would have been studying English for seven years by the end of that year.
- She said, "Mr. Siswanto will have been teaching biology for two months next March."
- She said that Mr. Siswanto would have been teaching biology for two months the following March.

In those examples, "shall have been studying" changes into "would have been studying", and "will have been teaching" becomes "would have been teaching".

III.D. Some Conditions in Which the Tenses Do Not Change

This discussion is limited to the past form of the reporting verb in the indirect speech. In this section, the writer talks about some possible conditions/situations in which the tenses used in the reported clause of a direct speech may remain the same in the indirect speech.

First, simple present tense in the direct speech which expresses general truth may remain the same in the indirect speech. It is because the situation described in the simple present direct speech still happens from time to time.

Examples:

- The teacher said, "The sun rises in the east."
- The teacher told us that the sun rises in the east.
- He said, "A dog has four legs."
- He said that a dog has four legs.

In those examples, we still use present tense in the indirect speech because from time to time, it is true that the sun rises in the east and it is also true that a dog has four legs.

Second, simple present tense used in the reported clause of a direct speech which expresses someone's habit up to the time when it is reported, may remain the same in the indirect speech.

Examples:

- Husin said, "I play tennis every Sunday morning."
- Husin told me that he plays tennis every Sunday morning.
- "I always listen to the radio BBC every morning," said Novita.
- Novita said that she always listens to the radio BBC every morning.

In those examples, we may use simple present tense in the indirect speech because the words

spoken by Husin and Novita still happen at the time they are reported. In other words, "play tennis every Sunday morning" is still Husin's habit, and "listen to the radio BBC every morning" is still Novita's habit.

Third, simple present tense in the reported clause of a direct speech may remain the same in the indirect one if we want to emphasize that the words expressed in the reported clause still happen at the time they are reported.

While the tense-change shown in 2.12 is normal, it need not be made if, for example, the speaker wishes to emphasise that the situation described in the actual words spoken still exists. (p.45)⁶

Examples:

- "Tono is angry with me," said Diran.
- Diran said that Tono is angry with him.
- She said, "I work at Colorado English Course."
- She told me that she works at Colorado English Course.

In those examples, the simple present tense in direct speech does not change in indirect speech because we want to emphasise that Tono is still angry with Diran and She still works at Colorado English Course.

Fourth, simple past tense in the reported clause of a direct speech does not change in the

indirect speech if it describes a situation which still exists at the time it is reported.

A past tense used to describe a state of affairs which still exists when the speech is reported remains unchanged.
(p.179)⁷

Examples:

- She said, "I decided to rent the house because it was big."
- She stated that she had decided to rent the house because it was big.
- She said, "I bought the book because it was written by Robert Lado."
- She said that she had bought the book because it was written by Robert Lado.

In those examples, "was big" and "was written" do not change because when those sentences are reported, the condition that "the house was big" still exists, and the condition that "the book was written by Robert Lado" still exists as well.

Fifth, simple past tense and past continuous tense in the direct speech may remain the same in the indirect one if they are used in the time clauses. It is already discussed in III.B.2. on page 53.

Concerning the tense-change in the indirect speech, the writer finds two contradictory opinions that are expressed by W. Stannard Allen and Donn Byrne.

W. Stannard Allen in his book *Living English Structure* states that the tense-changes, such as simple present becomes simple past, present perfect becomes past perfect, and so on are automatic after past tense reporting verb.

So the following tense changes are automatic after past tense reporting verbs:

1. Present (simple or continuous) becomes Past (simple or continuous)
 2. Present Perfect becomes Past Perfect.
 3. Past becomes Past Perfect.
 4. Future becomes Conditional.
 5. Future Perfect becomes Conditional Perfect.
 6. Conditional becomes Conditional Perfect.
- (p.256)⁸

In contrast, Donn Byrne in his book *The Elements of Indirect Speech* claims that those tense changes are not automatic. The tense-change will occur if the reporter sees the event described in the direct speech from a new standpoint, that is the time when he reports it.

A reporting verb in the past tense is followed by a fairly regular pattern of tense changes in the reported statement: Present to Past, Future to Conditional, Present Perfect and Simple Past to Past Perfect. These tense changes are not, however, automatic: they are made when the reporter views the event being reported from a new standpoint. (p.13)⁹

In this case, the writer agrees to Byrne's opinion considering what she has discussed previously. The word "automatic" according to A.S. Hornby in Oxford Advanced Learner's Dictionary of Current English means (something) done without thought.¹⁰ Therefore, if the tense changes are said to be automatic, it means that we must change every simple present tense direct speech into simple past tense indirect speech, every past tense direct speech into past perfect tense indirect speech, and so on. In fact, as we have seen, there are some conditions in which we may use the same tense as the actual sentence spoken in the indirect speech. Thus, the writer thinks that the tense changes are not automatic.

There is another reason why the writer disagrees with Stannard Allen. If the tense changes are said to be automatic, we will change simple past tense which is used in the time clause of a direct speech into past perfect tense in the indirect speech. In fact, it does not change in the indirect speech. Thus, the tense changes are not automatic.

In the writer's opinion, Stannard Allen lists some tense changes which are usually made when converting direct speech into the indirect one without considering the other possibilities.

III.E. The Back-Shift in the Modal Auxiliary

In this section, the writer wants to talk about the changes of the modal auxiliaries in the indirect speech. First of all, however, we will see that there are some modal auxiliaries which cannot be back-shifted in the indirect speech.

The modal auxiliaries "might, should, would" do not normally change in the indirect speech. Therefore, they take the same form as the actual words spoken.

Examples:

- "You should be careful, Tim!" said Mrs. Brown.
- Mrs. Brown said that Tim should be careful.
- Marni said, "They might go to the party."
- Marni said that they might go to the party.
- He said, "I would come if she invited me."
- He said that he would come if she invited him.

The auxiliary "must" may change into "had to" or "would have to", or may remain the same in the indirect speech. The change of "must" depends on its meaning in the sentence.

"Must" changes into "had to" in these following cases. First, when it implies necessity, compulsion, or obligation which should be done at once or by the time it is spoken. Second, when it

implies the necessity, compulsion, or obligation which should be fulfilled at the fixed time. Third, when it is used in the interrogative form and it implies the present or immediate future.

Examples:

- "I must prepare a dinner," said Mrs. Smith.
- Mrs. Smith said that she had to prepare a dinner.
- He said, "You must go to the doctor, Nila!"
- He said that Nila had to go to the doctor.
- "Must you accompany your director at New Year's Eve?" I asked her.
- I asked her if she had to accompany her director at New Year's Eve.
- She said, "I must give in a Classroom Management paper tomorrow."
- She said that she had to give in a Classroom Management paper the day after.

In those examples, "must prepare" becomes "had to prepare", "must go" becomes "had to go", "must you accompany" changes into "she had to accompany", and "must give in" turns into "had to give in" because in those sentences, they imply the meanings mentioned previously.

"Must" changes into "would have to" in the following cases. First, when it implies necessity,

compulsion, or obligation in the future, but the time for fulfillment is uncertain or fairly remote. Second, when it implies an obligation which occurs without any plans before.

Examples:

- "My son doesn't obey me," said Mrs. Turner, "I must let him go."
- Mrs. Turner said that her son didn't obey her and she would have to let him go.
- He said, "I must buy a car next year."
- He said that he would have to buy a car the following year.
- The poor farmer said, "I must make a better life."
- The poor father said that he would have to make a better life.

In those examples, "must let" becomes "would have to let" because it implies an obligation without any plans before, "must buy" becomes "would have to buy" because it implies necessity in the future in which the time for fulfillment is fairly remote, "must make" changes into "would have to make" because it implies necessity in the future in which the time for fulfillment is uncertain.

"must" may remain the same in the following cases: when it means permanent ruling, eternal

truth, natural laws, prohibition, advice, conclusion, or reasonable supposition.

Examples:

- "You must be sick," said Ryan.
 - Ryan said that I must be sick.
- The policeman said, "You must wear a helmet when you ride a motorcycle."
 - The policeman said that we must wear a helmet when we ride a motorcycle.
- "She must celebrate her birthday," he said.
 - He said that she must celebrate her birthday.

In those examples, "must be sick" does not change because it means Ryan's conclusion about my condition which is probably weak and pale, "must wear" in the second sentence does not change as well because it implies permanent ruling, and "must celebrate" does not change because it implies reasonable supposition.

The auxiliary "shall" may become "should" or "would" in the indirect speech. It turns into "should" when it is used in a question or request. On the other hand, it becomes "would" when it refers to pure future.

Examples:

- "Shall I repeat the examination once again?" he asked his teacher.

- He asked his teacher whether he should repeat the examination once again.
- "Shall I enter the room?" I said.
 - I asked her whether I should enter the room.
- She said, "I shall tell about it to my mother."
 - She said that she would tell about it to her mother.

In those examples, "Shall I repeat" becomes "he should repeat" because it indicates a request, and so does the second example in which "Shall I enter" becomes "I should enter", and in the last example, "shall" turns into "would" because it indicates pure future.

The auxiliary "could" becomes "would be able to" when the supposition expressed in the main clause can be fulfilled.¹¹ However, "could" does not change in such cases as: permission, ability, conditional sentences type 2, and so on.

Examples:

- He said, "If you lent me some money, I could buy a mirror."
 - He said that if I lent him some money, he would be able to buy a mirror.
- Rosa said, "I could swim when I was six."
 - Rosa declared that she could swim when she was six.

- "Could I borrow your book? he said.

- He asked me if he could borrow my book.

In those examples, "could buy" becomes "would be able to buy" because the supposition expressed in the main clause can be fulfilled if the condition expressed in the sub-clause is fulfilled as well; in the second sentence, "could" does not change because it expresses past ability; in the last sentence, "could" remains the same in the indirect speech because it implies permission.

The first sentence of those examples is different from conditional type 2 in which "could" may remain the same in the indirect speech. The difference is that in the first example the supposition can be fulfilled if the condition is fulfilled as well, but in conditional type 2 in which "could" does not change, the supposition cannot be fulfilled because it is contrary to the reality.

The other modal auxiliaries, such as "will, may, can" turn into "would, might, could" in the indirect speech.

Examples:

- Lili said, "I will become a teacher someday."

- Lili said that she would become a teacher someday.

- "You may come to her birthday party with him," said my mother.
- My mother said that I might come to her birthday party with him.
- Lydia said, "I can swim in the sea."
- Lydia told me that she could swim in the sea.

References:

1. W. Stannard Allen, Living English Structure, p.254.
2. Donn Byrne, The Element of Indirect Speech, p.15.
3. A.J. Thomson and A.V. Martinet, A Practical English Grammar, p.179.
4. Ibid.
5. Randolph Quirk, et.al., A Grammar of Contemporary English, p.787.
6. R.A. Close, A Reference Grammar for Students of English, p.45.
7. Thomson and Martinet, loc.cit.
8. Allen, op.cit., p.256.
9. Byrne, op.cit., p.13.
10. A.S. Hornby, Oxford Advanced Learner's Dictionary of Current English, p.52.
11. Thomson and Martinet, op.cit., p.193.

Chapter IV

OTHER CHANGES WHICH ARE NECESSARY

After discussing the changes of the tenses, in this chapter the writer wants to discuss the other changes which are necessary when turning a direct speech into the indirect one. They are: the changes of the pronouns and the changes of the adverbs. Therefore, this chapter is divided into two parts.

IV.A. The Changes of the Pronouns

Two kinds of pronouns, namely personal and demonstrative pronouns usually change when they are reported by another person and at a different situation. In this section, the writer wants to talk about them separately.

IV.A.1. The Changes of the Personal Pronouns

First of all, let us look at the table of the personal pronouns on the following page. The writer takes the table from the literature of Linguistics II which is taught by Mrs. Gloria Poedjosoedarmo.

	<u>Nominative</u>	<u>Accusative</u>	<u>and Dative</u>	<u>Genitive I</u>	<u>Genitive II</u>
1st person singular	I		me	my	mine
2nd person singular/ plural	you		you	your	yours
3rd person singular	he she it		him her it	his her its	his hers -
1st person plural	we		us	our	ours
3rd person plural	they		them	their	theirs

Nominative pronouns are usually used as subjects of a verb or as complements of the verb "to be". The accusative pronouns are used as direct object of a verb or after prepositions, whereas the dative pronouns are used as indirect object. These usages are taken from A Practical English Grammar.¹ Genitive I is similar to possessive adjective and genitive II is similar to possessive pronoun.

The personal pronouns are usually altered when a direct speech turns into the indirect one. Some grammarians, such as Geoffrey Leech, Jan Svartvik, Randolph Quirk, Sidney Greenbaum, Palmer and Blandford have a similar idea concerning the changes of the personal pronouns in the indirect speech. According to them, the first

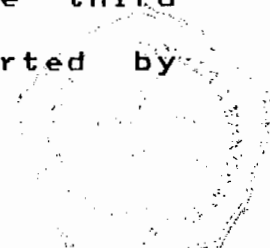
and second person pronouns are changed into the third person.

Examples:

- She said, "You should study hard, Tom!"
 - She told Tom that he should study hard.
- William said, "You are really smart kids."
 - William admitted that they were really smart kids.
- Elizabeth said, "I prefer coffee to tea."
 - Elizabeth said that she preferred coffee to tea.
- The students of the last semester said, "We miss Danilyn very much."
 - The students of the last semester stated that they missed Danilyn very much.

In those examples, we can see that "you" becomes "he" because the speech is directed to Tom, "you" in the second example turns into "they" because the speech is directed to the kids, "I" becomes "she" in the third example because Elizabeth speaking, and "we" becomes "they" because the students of the last semester speaking.

In the writer's opinion, the first and second person pronouns will turn into the third person pronoun if the speech is reported by



someone who is not involved in the speech. The first person pronoun "I" becomes "he" when the person speaking is a man, but it becomes "she" when the person speaking is a woman. The first person pronoun "we" usually turns into "they". The second person "you" become "he", "she", or "they" depending on the person addressed. "You" will turn into "they" if the person addressed is more than one person.

The conditions above can also be applied to accusative pronouns, dative pronouns, possessive adjective, and possessive pronoun.

Examples:

- Eric said, "No one can change my mind."
- Eric stated that no one could change his mind.
- Nana said, "Your mother is very kind, Tim."
- Nana told Tim that his mother was very kind.
- He said, "I like your voice, Tuti."
- He told Tuti that he liked her voice.
- "Help me!" she shouted.
- She asked everybody to help her.
- Ali said, "Do you want to go with me?"
- Ali asked Nani if she wanted to go with him.
- Paul said, "This book is mine."
- Paul claimed that the book was his.

In the first example, "my" becomes "his" because Eric speaking. In the second example, "your" changes into "his" because the speech is directed to Tim. In the third example, "your" becomes "her" because the speech is directed to Tuti. In the fourth example, "me" turns into "her" because the speaker is a woman. In the fifth example, "me" becomes "him" because Ali speaking. In the last example, "mine" becomes "his" because the speaker is Paul.

Indeed, the writer agrees to the grammarians' opinion that the first and second person pronouns are changed to the third person. However, she finds that there are several conditions in which the first and second person pronouns cannot be changed to the third person pronouns.

First, when the speech is reported by the original speaker(s), the first person pronouns both singular and plural remain the same.

Examples:

- We said, "We don't like smoking."
- We said that we didn't like smoking.
- "Shall I greet him?" I asked to myself.
- I wondered whether I should greet him.
- "We love our country," we stated.

- We declared that we loved our country.
- "That red car is mine," I said.
 - I told them that that red car was mine.
- "She always treats me as a child," I complained.
 - I said that she always treated me as a child.

In those examples, we can notice that all the first person pronouns do not change in the indirect speech because the speaker reports his own speech.

Second, when the speech is reported by the person to whom the speech is directed, the second person nominative as a subject may become "I" or "we". "You" turns into "I" when the speech is directed to one person only, and it turns into "we" when the speech is directed to more than one person.

Examples:

- Ester said, "You should come on time, Hans."
 - Ester told me that I should come on time.
(if this sentence is reported by Hans).
- The teacher said, "You are the most diligent student in this class, Budi."
 - The teacher said that I was the most diligent student in the class. (if this sentence is reported by Budi).
- Mr. Rahmanto said, "You are free to do anything that you want."

- Mr. Rahmanto said that we were free to do anything that we wanted. (if this sentence is reported by the students).
- "You are beautiful tonight," he said to me.
- He told me that I was beautiful that night.

This rule can also be applied to possessive adjective "your". It changes into "my" when the speech is directed to one person only, but it becomes "our" when the speech is directed to more than one person. In this case, the person to whom the speech is directed reports the speech.

Examples:

- She said, "Your sister is very pretty, Bruce."
- She said that my sister was very pretty.
(if this sentence is reported by Bruce).
- I said, "I admire your sister, Sinta."
- She said that she admired my sister.
(if this sentence is reported by Sinta).
- Harvey said, "Thank you for your coming."
- Harvey thanked us for our coming.
(if it is reported by the audiences).
- The dentist told the children, "You should brush your teeth before going to sleep."
- The dentist told us that we should brush our teeth before going to sleep.
(if it is reported by the children).

The last, the accusative or dative "you" may become "me" or "us". It becomes "me" when the speech is directed to one person only, and it becomes "us" when the speech is directed to more than one person.

Examples:

- He said, "I love you, Angelina."
- He said that he loved me.
(if it is reported by Angelina).
- "Does she speak to you rapidly?" asked my friend.
- My friend asked me if she spoke to me rapidly.
- "I need you," the employer told the employees
- The employer said that he needed us.
(if it is reported by the employees).
- He said, "I don't blame you, children."
- He said that he didn't blame us.
(if it is reported by the children).

The changes of the first and second person pronouns into the third person "it", or the possessive adjective "its" are very rare and uncommon. According to the writer, the first person pronoun "I" or "we" or the possessive adjective "my" or "our" cannot turn into "it" or "its" because a thing, an animal, or an inanimate object cannot produce any human language. The second person "you" or possessive adjective "your"

will not turn into "it" or "its" as well because it is very uncommon for people to speak to a thing, an animal, or an inanimate object. If a person speaks to an animal, especially a family pet, the personal pronoun or possessive adjective of the animal will be "he/she" or "his/her" because it is considered having the personal qualities of human being.

Examples:

- Jean told her dog, "You should not bite my shoes, Blackie!"
 - Jean told Blackie that he should not bite her shoes.
- Edo said, "This is your meal, Chicho."
 - Edo said to Chicho that it was his meal.
- She told her parrot, "You will be sold tomorrow."
 - She told her parrot that he would be sold the next day.
- "Are you hungry?" she asked her cat.
 - She asked her cat if she was hungry.

In the first example, "you" becomes "he" because the speech is directed to Blackie. In the second example "your" becomes "his" because the speech is directed to Chicho. "You" in the third example turns into "he" because the parrot is considered male. In the last example, "you"

changes into "she" because the cat is considered female.

From the changes of the personal pronouns above, the writer concludes that the changes of the personal pronouns in the indirect speech should be in accordance with the people who are involved in the conversation. In other words, they depend on the people who is speaking, to whom he is speaking, and who is reporting the speech.

IV.A.2. The Changes of the Demonstrative Pronouns

The demonstrative pronouns includes: this, that, these, and those. "This" is used to refer to a singular thing which is near the speaker, but when we want to refer to something which is far from us, we use "that". If the thing we refer to is plural, we use "these" for the things near us, and we use "those" for the things far from us.

A demonstrative pronoun which is used in the direct speech usually change when it is used in the indirect speech. There are several changes that should be noted.

First, "this, that, these, those" will change into "the" if they are used as adjectives.

This and that used as adjective usually change to the. (p.180)²

Examples:

- Brian said, "Those houses will be torn down soon."
- Brian said that the houses would be torn down soon.
- He said, "I want to buy that car."
- He said that he wanted to buy the car.
- "What is the size of this blouse?" asked the lady.
- The lady asked the shop-assistant what the size of the blouse was.
- She said, "These mangoes are ripe."
- She said that the mangoes were ripe.

In those examples, "those" becomes "the", "that" changes into "the", "this" turns into "the", and "these" becomes "the" because they all are used as adjectives in those sentences.

Second, "this" and "that" will become "it", and "these" and "those" will turn into "they" or "them" in the indirect speech if they are used as pronouns. "These" and "those" become "they" when they are used as a subject in the sentence, but they become "them" when they are used as an object in the sentence.

Examples:

- The headmaster walked with a woman into the classroom and said. "This is Miss Kathy, your new English teacher."
- The headmaster told the students that it was Miss Kathy, their new English teacher.
- The teacher replied, "I will explain that after this lesson."
- The teacher said that he would explain it after the lesson.
- he bought a lot of novels and said to his daughter, "I will give these to you at the end of this semester."
- He bought a lot of novels and said to his daughter that he would give them to her at the end of the semester.
- The shop-assistant pointed at some glasses and said, "Those are expensive."
- The shop-assistant pointed at some glasses and said that they were expensive.
- Ida looked at my cassettes and said, "I want to borrow those."
- Ida looked at my cassettes and said that she wanted to borrow them.

In the first example, "this" becomes "it" because it is used as a pronoun. In the second example, "that" turns into "it" as well because it

is used as a pronoun. In the third example, "these" becomes "them" because it is used as an object in the sentence. In the fourth example, "those" changes into "they" because it is used as a subject in the sentence. In the last example, "those" becomes "them" because it is used as an object in the sentence.

According to the writer, we may change "this" and "that" into "it", and "these" and "those" into "they" or "them" in the indirect speech as far as they are understood by the listener.

Third, we may use a phrase using "the one ... " instead of a demonstrative pronoun in the indirect speech if we want to indicate what thing(s) we mean.

"This", "these" used as either adjectives or pronouns to indicate choice or to distinguish some things from others usually become "the one near him/the one(s) that he had chosen" or some such phrase. (p.181)³

Examples:

- He looked at many paintings and said, "I like these ones."
- He looked at many paintings and said that he liked the ones that were painted by Basuki Abdullah.

- There were many watermelons in the basket and after a few minutes Ira said, "I want to buy this one."
- There were many watermelons in the basket and after a few minutes Ira said that she wanted to buy the one that she had chosen.

In the first example, "these" becomes "the one that were painted by Basuki Abdullah" because he likes Basuki Abdullah's paintings. In the second example, "this" becomes "the one that she had chosen" because she wants to buy the watermelon that she has chosen. According to the writer, "that" and "those" can also change into such phrase, as in the following examples:

- When all contestants of the beauty contest were standing on the stage, he said, "I liked that one."
- When all contestants of the beauty contest were standing on the stage, he said that he liked the one that wore a long red dress.
- Having seen many kinds of televisions, he said, "I prefer those ones."
- Having seen many kinds of televisions, he said that he preferred the ones that were made in Indonesia.

In the first example, "that" becomes "the one that wore a long red dress" because the speaker likes the contestant that wears a long red dress. In the second example, "those" becomes "the ones that were made in Indonesia" because the speaker prefers the televisions that are made in Indonesia.

The last, "this" will turn into "that" if it is used in time expressions.

"This" which is used in time expressions usually becomes "that". (p.180)⁴

Examples:

- He said, "I have submitted two papers this week."
- He said that he had submitted two papers that week.
- "I haven't washed the dishes yet this morning," said Eri.
- Eri said that she hadn't washed the dishes yet that morning.

In those examples, "this" becomes "that" because it is used in time expression. According to the writer, the change of "this" into "that" in time expressions is used when the speech is reported after the time mentioned in the original speech. When the speech is reported within the

time expressions of the original speech, we may still use "this" instead of "that".

IV.B. The Changes of Adverbs

Two kinds of adverbs, namely adverb of time and adverb of place usually change when they are reported at a different time and at a different place. In this section, the writer wants to talk about them separately.

IV.B.1. The Changes of the Adverb of Time

When the speech is reported at a different time from the original speech, there are several changes of the adverbs of time as follows:

Direct	Indirect
- now	- then
- today	- that day
- yesterday	- the day before
- the day before yesterday	- two days before
- tomorrow	- the next day / the following day / the day after
- the day after tomorrow	- in two days' time
- next week/year, etc.	- the following week/year, etc.

Direct

- last week/year, etc.
- a week/year, etc. ago
- tonight

Indirect

- the previous week/
year, etc.
- the week/year, etc.
before
- a week/year, etc.
before
- the previous week/
year, etc.
- that night

Examples:

- The secretary said, "The director is busy today."
- The secretary said that the director was busy that day.
- Yessi said, "My father passed away two days ago."
- Yessi told me that her father had passed away two days before.
- Markus said, "I will go to Bandung next week."
- Markus said that he would go to Bandung the following week.
- Tina said, "I will stay at home tonight."
- Tina said that she would stay at home that night.

In the first example, "today" becomes "that day" because the speech is reported after "today". In the second example, "two days ago" turns into "two days before" because the speech is not reported on the same day as the original speech. In the third example, "next week" becomes "the following week" because "the week" has already passed. In the fourth example, "tonight" becomes "that night" because the speech is reported after "tonight".

When the speech is reported on the same day as the original speech, there will be no change in the adverbs of time.

Examples:

- Maggie said, "My parents will return home tonight."
- Maggie said that her parents will return home tonight. (if it is reported before "tonight").
- He said, "My wife will be back tomorrow."
- He said that his wife will be back tomorrow.
(if the "tomorrow" referred to in the actual words spoken has not yet come).
- Clara said, "They got married yesterday."
- Clara said that they got married yesterday.
(if it is reported on the same day as the original speech).

In those examples, we can see that the adverbs of time do not change in the indirect speech. Besides, we can see that the tenses used in the direct speech do not change as well in the indirect speech.

"This" which is used in time expressions usually changes into "that". However, it will remain the same if the speech is reported within the time expression of the original speech. It is already discussed in the last section IV.A.2. on page 87.

IV.B.2. The Changes of the Adverbs of Place

The adverb of place which is preceded by "this" usually changes into "that" when the place which is meant is far from the reporter.

Examples:

- He said, "I left my wallet on this table."
- He said that he had left his wallet on that table.
- "I am working in this room," said the man.
- The man said that he was working in that room.
- "Do you like this house?" asked Santosa.
- Santosa asked me if I liked that house.

In the first example, "this" becomes "that" because the table is far from the reporter. In the

second example, "this" turns into "that" because the room is far from the reporter. In the last example, "this" becomes "that" because the house is far from the reporter.

The adverb of place "here" will become "there" if the speech is reported at a different place and the listener knows what place is meant.

Examples:

- I met Nunik in the restaurant and she said, "I work here."
- I met Nunik in the restaurant and she said that she worked there.
- Having arrived in Bali, Rebecca Giling said, "I like to be here."
- Having arrived in Bali, Rebecca Giling said that she liked to be there.
- Before leaving her office, David said, "I will come here again tomorrow."
- Before leaving her office, David said that he would come there again the next day.

In the first example, "here" becomes "there" because the speech is not reported in the restaurant where Nunik works, but "there" can be understood by the listener because it refers to the restaurant which is mentioned previously. In the second example, "here" turns to "there"

because the speech is not reported in Bali. In the third example, "here" becomes "there" because the speech is not reported at the office.

According to the writer, the adverbs of place do not change when the speech is reported at the same place as the original speaker.

Examples:

- In the Grand Hotel, John told his wife, "I want to be here again."
- John told his wife that he wanted to be here again. (if it is reported by another person in the Grand Hotel).
- I met Farah in the reading room and she said, "I usually study here."
- Farah said that she usually studied here. (if I report Farah's speech in the reading room).
- "Do you like this place?" Atik asked me when we were in the Stardust discotheque.
- Atik asked me if I liked this place. (if I report Atik's speech in the Stardust discotheque).

References:

1. A.J. Thomson and A.V. Martinet, A Practical English Grammar, p.26-27.
2. Ibid., p.180.
3. Ibid., p.181.
4. Ibid., p.180.

Chapter V

CONCLUSION AND SUGGESTIONS FOR THE TEACHING OF INDIRECT SPEECH

In this chapter, the writer wants to conclude what she has discussed previously and suggest an alternative way of teaching the indirect speech. Before suggesting an alternative way of teaching the indirect speech, the writer wants to talk about students' difficulties in learning the indirect speech. Therefore, this chapter is divided into three sections: the conclusion, the students' difficulties in learning the indirect speech, and an alternative way of teaching the indirect speech.

V.A. Conclusion

After discussing the description of the indirect speech, the changes of the tenses, and the other changes which are necessary, the writer can draw some conclusions as follows:

1. Actually the meaning of the indirect speech should be the same as the one of the direct speech although the form of the indirect speech is different from that of the direct speech.

2. There are five kinds of the indirect speech, namely: indirect command, request, statement, question, and exclamation. The indirect command is often combined with the indirect request because in many cases they have similar forms.
3. The reporting verb has a great influence upon the tense used in the indirect speech. When the reporting verb is in the present, present perfect, or future tense, the tense used in indirect speech does not change in the indirect one. There will be tense-change if the reporting verb is in the past form, but it does not mean that the tense of the indirect speech should always be back one step in time from the one of the direct speech.

Table 1.

THE COMMON TENSE-CHANGES WHEN THE REPORTING
VERB IS IN THE PAST FORM

DIRECT SPEECH	INDIRECT SPEECH
1. Simple Present Tense	Simple Past Tense
2. Present Continuous Tense	Past Continuous Tense
3. Present Perfect Tense	Past Perfect Tense
4. Present Perfect Continuous Tense	Past Perfect Continuous Tense

DIRECT SPEECH	INDIRECT SPEECH
5. Simple Past Tense	Past Perfect Tense
6. Past Continuous Tense	Past Perfect Continuous Tense
7. Past Perfect Tense	Past Perfect Tense
8. Past Perfect Continuous Tense	Past Perfect Continuous Tense
9. Simple Future Tense	Conditional Form
10. Future Continuous Tense	Conditional Continuous
11. Future Perfect Tense	Conditional Perfect
12. Future Perfect Continuous Tense	Conditional Perfect Continuous

4. There are some conditions in which the tense used in the direct speech may remain the same in the indirect one although the reporting verb used in the indirect speech is in the past form. The simple present tense which is used to express general truth or someone's habit, or which is used to emphasize that the situation expressed in the original speech still happens at the time it is reported, may remain the same in the indirect speech.

The simple past tense in the direct speech which is used in time clauses or which describes a situation that still exists at the time it is reported, may remain the same in the indirect speech. The past continuous tense in

the direct speech which is used in time clauses may also remain the same in the indirect speech.

5. The changes of the personal pronouns, demonstrative pronouns, adverbs of time, and adverbs of place should be in accordance with the context of the report.

Table 2.

THE COMMON CHANGES OF THE PERSONAL PRONOUNS AND THE
DEMONSTRATIVE PRONOUNS

DIRECT SPEECH	INDIRECT SPEECH
<u>PERSONAL PRONOUN</u>	
1. I	based on the person who becomes the subject of the sentence
2. You	based on the person(s) to whom the speech is directed
3. The third person pronouns	do not change
<u>Demonstrative Pronoun</u>	
4. This	that
5. These	those

Table 3.

THE COMMON CHANGES OF THE ADVERBS OF TIME AND PLACE

DIRECT SPEECH	INDIRECT SPEECH
Adverb of Time	
1. now	then
2. today	that day
3. yesterday	the day before
4. the day before yesterday	two days before
5. tomorrow	the next day/the following day/ the day after
6. the day after tomorrow	in two days' time
7. next week/year, etc.	the following week/year, etc.
8. last week/year, etc.	the previous week/year, etc./the week/year, etc. before
9. a week/year, etc. ago	a week/year, etc. before/the previous week/year, etc.
10. tonight	that night
Adverb of Place	
11. here	there
12. this (place)	that (place)

V.B. The Students' Difficulties in Learning the Indirect Speech

The writer wants to discuss students' difficulties because teaching is always related to the students. Indeed, each student does not face the same difficulties in learning the indirect speech because every student has different intelligence. In this occasion, the writer wants to talk about the common difficulties which are usually faced by the students who learn the indirect speech. She gets the data about the students' difficulties from the interviews.


The first difficulty is related to the changes of the personal pronouns. This is the most frequent difficulty. The writer thinks it is probably because the students cannot imagine the context of the speech: to whom the speech is directed, who is speaking, and who is reporting the speech. As a result, the students become confused with the changes of the personal pronouns.

The second difficulty concerns the changes of the tenses. The writer thinks it is probably because many students do not master the tenses very well. Consequently, it is hard for them to understand the changes of the tenses as well.

The third difficulty concerns the changes of the adverbs, both adverb of time and adverb of place. It is hard for the students to imagine the situation of the actual words spoken because the sentences which are presented are usually separated from the context.

The fourth difficulty is related to the indirect question. Generally, the students find the indirect question as the most difficult element of the indirect speech. There are so many changes which should be noted when turning the direct question into the indirect one. The students are sometimes confused with the ordering of words because the question form in the direct speech should be changed into the statement form in the indirect speech.

Those are the difficulties that the students usually find in learning the indirect speech. The writer thinks those difficulties are closely related to meaning. Therefore, the students should know the meaning of the original speech before turning it into the indirect speech because the main thing in the indirect speech is that the meaning of the words reported should be the same as the one of the actual words spoken.



V.C. An Alternative Way to Teach the Indirect Speech

After discussing the students' difficulties in learning the indirect speech, the writer tries to look for an alternative way for teaching the indirect speech which hopefully can reduce the students' difficulties.

Before trying to suggest an alternative way to teach the indirect speech, the writer has held some interviews to twelve experienced English teachers who teach at various levels. The teachers who are interviewed are those who teach English in Senior High School, IKIP Sanata Dharma, and some English courses. In the writer's opinion, their useful experiences can help the teaching of the indirect speech in general, and the teaching of the indirect speech in Senior High School particularly.

Besides the interviews, the writer consults the books related to the teaching of grammar. Concerning the teaching of the indirect speech, the writer finds only one article which is written by H.C.M. Davie.

H.C.M. Davie criticizes the teaching of the indirect speech which is often done by many

teachers. In teaching the indirect speech, many teachers usually give the rules of the changes of the tenses, the demonstrative pronoun, the adverbs of time, etc. to the students separated from the context.

... 'doing' reported speech is seen by most teachers as learning and applying rules, particularly to uncontextualised sentences written in direct speech. (p.235-236)¹

The result of that kind of teaching is that the students only apply the rules rigorously to the direct speech without understanding why there are some changes in the indirect speech. That is why, most students are confused when they are taught the indirect speech.

The 'rules' usually expounded are not only untrue, but also confusing and unhelpful to the student. (p. 236)²

The writer also experienced such kind of teaching when she was taught the indirect speech in Junior High School and in Senior High School. Both the teachers used strict rules of the changes of the tenses, the changes of the adverbs of time and and place. In this case, the students had to memorize the rules without understanding why "here" became "there", why "this" became "that", and so on. Thus, the teachers listed the changes from the direct speech to the indirect one as

strict rules which should be applied when turning the direct speech into the indirect one.

According to the writer, such kind of teaching is not good because eventually the students do not have a communicative competence. They only learn about rules without knowing how to use them properly.

Indeed, the teacher may introduce rules to the students because rules can help the students to produce the sentence which is grammatically correct. The fault is usually on the way the rules are presented. Many teachers often introduce rules first and then apply them rigorously to the direct speech. In other words, they teach the rules as rules.

... it is useless to teach the rules as rules. (p.24)³

What's more, the rules of the changes of personal pronouns, demonstrative pronouns, adverbs of time, etc. sometimes cannot be applied at a different situation. The writer takes an example from Davie as follows:

The Queen lives in that building, spoken in the neighbourhood of Buckingham Palace, cannot be rendered by He said that the Queen lived in that building if reported in a classroom in tropical Africa. (p. 240)⁴

In that example, the application of "that" in the words reported by a student in Africa is not proper.

The teachers should realize that grammar should not be taught grammar. When the writer was taught Approach Method Technique by Mr. Aryanto in the fourth semester, Mr. Aryanto always emphasized that grammar should not be taught as a subject in Senior High School. Vernon Mallinson in his book "Teaching A Modern Language" also has a similar opinion to Mr. Aryanto.

... grammar could not (if it were to be meaningful) and should not be taught in vacuo. (p.72)⁵

According to Mr. Soepomo Poedjosoedarmo, there are two important things that should be achieved in learning-teaching activity. They are: understanding and fluency. Understanding is gained through rules, whereas fluency is gained through a lot of practice.

Departing from the interviews and the experts' findings concerning the teaching of the indirect speech, the writer suggests an alternative way for teaching the indirect speech, that is teaching the indirect speech through context. It means that the changes of the tenses,

the pronouns, the adverbs of time and the adverbs of place are not introduced through strict rules that should always be applied when turning the direct speech into the indirect one, but those changes are introduced through the context so that the students understand why they are changed.

The purposes of this way of teaching are to avoid uncomprehensible application of the rules, and to reduce the students' difficulties in learning the indirect speech. Besides it is hoped that the students will have a communicative competence, that is they are able to use and produce the indirect speech correctly. What's more, they are able to use it in the right situation.

The alternative way that the writer suggests can be presented in the following steps:

Step I: Introducing the indirect command/request

The forms of command and request are often similar in many ways, so in teaching the indirect speech, command and request are often combined. This step comes first because it is the easiest kind of the indirect speech. There is no tense change nor the change of word order in the indirect command/request. In this step, the

teacher orders one of the students to do something. Then, another student is asked to report the teacher's speech to the whole class. The teacher should guide the student to produce the indirect speech correctly. This is done several times by using different command/request. Besides, the negative command is also introduced.

The teacher writes those sentences on the blackboard, and asks the students to notice the changes from the direct command/request to the indirect command/request. In this way, they find the pattern of the indirect command/request by themselves.

Step II: Introducing the indirect statement

This step comes after the indirect command/request because in indirect statement there are many changes that should be noted. In this step, the teacher should make sure that the students understand the changes clearly. The writer suggests that the teacher explain the following points to the students:

- II.1. There is a tense-change because the original speech is seen as an event happened in the past. Consequently, the speech reported at present time should be one step back in time from the original speech.
- II.2. The change of the personal pronoun is closely related to the person who speaks, to whom he speaks, and who reports it.
- II.3. The change of the demonstrative pronoun "this" into "that" depends on the location where the speech is reported. "This" will change into "that" if the thing which is referred to in the original speech is far from the reporter.
- II.4. The change of the adverbs of time depends on the time when the speech is spoken and when it is reported.
- II.5. The change of the adverb of place "here" into "there" depends on where the speech is spoken and where it is reported. "Here" will turn into "there" if the place which is referred to in the original speech is understood from the context or it is mentioned previously.

II.6 The teacher gives the students some direct sentences which are not separated from the context. Then, she helps the students to convert them into the indirect speech.

Example:

The teacher put a piece of chalk and said, "This chalk is very short."

Then, the teacher orders one of the students to tell what she has said to student A, for example, who doesn't hear the teacher's statement. At the time when the speech is reported, the teacher still holds a piece of chalk. She helps the student to produce the indirect statement correctly. At first, the student is required to know the tense-change. Then, he is required to know the change of the demonstrative pronoun. Thus:

The change of the tense: simple present
--> simple past

The change of the demonstrative pronoun:
this --> that

Therefore, the indirect statement produced will be:

The teacher said that that chalk was very short. (The student says this sentence as he points at the chalk which is held by the teacher).

Notes:

The teacher may write down the common changes of the tenses, the pronouns, and the adverbs as in the tables 1, 2, and 3 on the blackboard. However, they should be given after the teacher has given the explanation about the changes as in II.1 - II.5.

Step III: Introducing the indirect wh-question

In indirect wh-question, the students should pay attention to the ordering of words. The direct question should be altered into statement form in the indirect speech.

The writer suggests this procedure:

- III.1. The teacher tells the students about the reporting verbs that can be used in indirect question.
- III.2. The teacher tells the students that the wh-question used in the direct question is still used in the indirect question.
- III.3. The teacher tells the students that the question form of the direct question should be converted into the statement form in the indirect speech.

III.4. The teacher tells the students that the changes which should be noted are similar to those of the indirect statement.

III.5. The teacher gives the students some direct questions, and then asks them to convert them into the indirect questions.

Example:

Yesterday I met my old-friend and he asked me, "where do you live?" (The speaker is the teacher). Then, the teacher asks student A to report what she has said to the whole class. If student A cannot answer, the teacher should guide him to produce the sentence correctly. Firstly, the student is required to know the reporting verb which is suitable for the indirect question. Secondly, he should be aware that the question form changes into statement form. The other changes are like the indirect statement. Thus:

The reporting verb	:	ask
Question form should be		
converted into statement		
form	:	where I live
The change of the pronoun:		where she
		lives
The change of the tense	:	where she
		lived

Therefore, the student will produce:
 Yesterday my teacher met her old-friend
 and he asked her where she lived.

Step IV: Introducing the indirect yes-no question

This kind of indirect speech comes at the end because it is the most difficult element in the indirect speech. In this step, the teacher introduces the conjunction "if" or "whether". The writer offers the procedure which is similar to the procedure in the indirect wh-question, except III.2. After telling the students about the reporting verbs, the teacher tells the students that indirect yes-no question uses "if" or "whether" as a link between the reporting clause and the reported clause.

Example:

The teacher asked Anita, "Do you like singing?"

Then, Anita was asked to report the teacher's speech to the whole class. This step is similar to step III. Therefore, if Anita cannot report the teacher's question, the teacher should help her.

Thus:

the reporting verb	: ask
the conjunction	: if
Question form is converted	
into statement	: you like singing
The change of the pronoun	: I like singing

The change of the tense : I liked singing
 Therefore, Anita will produce:
 The teacher asked me if I liked singing.

Step V: Practising the indirect speech

The practice that can be done is either oral practice or written practice. The teacher may give the students various kinds of exercises, but he should make sure that the practice must be contextualized. In this way, the students can imagine the situation of the actual speech: who says, to whom it is spoken, where and when it is spoken. The students should practice a lot.

Example of oral practice:

Student A: Yesterday I watched the film
 "Mannequin", but my mother was angry
 when I came home.

Student B: What did she say to you?

Student A: She said that films were harmful.

Example of written practice:

Please change the direct speech in each sentence to indirect speech.

- Mr. Sanderson said, "You are too young to understand, Metty."
- If this sentence is reported by Metty's friend:
 Mr. Sanderson told Metty that she was too young to understand.

- If this sentence is reported by Metty:
Mr. Sanderson said that I was too young to understand.
- If this sentence is reported by Mr. Sanderson himself: I said to Metty that she was too young to understand.

General Notes:

1. Indirect exclamation is not commonly taught. In daily language, it is also rarely used.
2. The examples given to the students should be communicative to them.
3. The teacher should not give the rules of the changes at the first time she teaches the indirect speech.
4. It is better if the teacher starts teaching from the easiest to the most difficult.

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1. Davie, H.C.M., "Reported Speech - Fact and Fable", English Language Teaching Vol. XXIV number 3, p.235-236.
2. Ibid., p.236.
3. Ibid., p.240.
4. Ibid.
5. Mallinson, Vernon, Teaching A Modern Language, p.72.

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APPENDIX

In this appendix, the writer wants to deliver the results of the interviews. As what she has said before, she chooses twelve experienced English teachers who teach at different levels to be interviewed. Some of them teach English in formal education institutes, and the others teach English in non-formal education institutes.

The results of the interviews are very useful for the writer who has only a little experience in teaching. Therefore, the writer wants to share them to the readers of this thesis as well.

In this appendix, the writer does not put each teacher's name on the result of the interview. It is meant to avoid comparing one teacher to the others. Therefore, she only writes her questions and the teacher's answers.

The First Interview

The Writer : How do you teach grammar?

The Teacher : Grammar should not be taught as a subject. It should be taught within the language unit. For example, one of the students finds a certain structure in a reading passage and then I explain it to the students. However, it does not mean that the reading passage is about grammar.

The Writer : How do you teach indirect speech?

The Teacher : I provide the students with some examples first, both the direct speech and the indirect speech. Then, I ask them to notice the differences and the changes.

The Writer : What are your steps in teaching the indirect speech?

The Teacher : I start from the easiest to the most difficult. Therefore, the first step is indirect command, the second step is indirect statement, and the third step is indirect wh-question, and the last step is indirect yes-no question.

The First Interview

The Writer : What are your difficulties concerning the teaching of the indirect speech?

The Teacher : I want the students to really understand the indirect speech, but the time is very limited. The other difficulty is related to the students. Teaching the students who come from small towns or villages is more difficult than teaching the students who come from big cities. This is the reality.

The Writer : Do your students find any difficulties in learning the indirect speech?

The Teacher : Yes. The students usually face the following difficulties: the changes of the tenses, the pronouns, the adverbs, and the ordering of words.

The Writer : How do you handle such difficulties?

The Teacher : There are several ways to overcome those difficulties. First, I give many examples and explain them to the students. Second, I give the

The First Interview

students some exercises which can be in the form of oral drills or written drills. In oral drills, I provide short sentences. In written drills, I ask the students to change the direct speech into the indirect one, or the other way around. Third, by holding a demonstration. In this case, I ask some of the students to come in front of the class. Then, I explain that the changes of personal pronouns should be in accordance with the persons who are involved in the speech.

The Second Interview

The Writer : How do you teach the indirect speech?

The Teacher : At first, I introduce indirect command. I ask one of the students to do something. Then, after he has done my command, I tell the students that my speech is called a direct command. Then, I ask another student to report my command to the whole class. After introducing the indirect command, I introduce indirect statement. The last, I introduce indirect question. In teaching the indirect speech, I try to make the students practise using it. The rules came at the end and they are found by the students themselves.

The Writer : What are the students' difficulties in learning the indirect speech?

The Teacher : The main difficulty is on the changes of the tenses. Besides, they have a difficulty in vocabulary.

The Writer : How do you overcome the difficulties?

The Second Interview

The Teacher : I explain the changes of the tenses and the difficult words to the students and ask them to memorize.

The Third Interview

The Writer : How do you teach the indirect speech?

The Teacher : Firstly, I ask one of the students to make a simple statement. Then, I ask another student to change the statement into the indirect speech. This is done several times, but the students may not make the same statement as their friends.

Then, those statements are written on the blackboard. Finally, I ask the students to notice the changes in the indirect speech and ask them to draw a conclusion. Sometimes, I give the students a reading passage consisting of some dialogues. Then, I ask them to change a dialogue into the indirect speech. Both the dialogue and the indirect speech are written on the blackboard. This way is done several times. Then, I ask them to draw a conclusion.

The Writer : What kind of indirect speech do you introduce to your students first?

The Third Interview

The Teacher : Usually I introduce indirect statement first because it is more interesting for the students than indirect commands. Then, I introduce indirect command /request. The last, I introduce indirect question because it is the most difficult kind of indirect speech.

The Writer : Do you find any difficulties in introducing indirect speech to the student?

The Teacher : The difficulty is related to time. The time which is provided is not enough.

The Writer : What are the students' difficulties in learning the indirect speech?

The Teacher : The main difficulty is on the changes of the tenses. The other difficulty is on the changes of the pronouns.

The Writer : How do you overcome those difficulties?

The Teacher : I give a review on tenses. To overcome the changes of the personal pronouns, I make a

The Third Interview

picture, or I ask the students to perform as the persons who are involved in the conversation.

The Fourth Interview

The Writer : What are your steps in teaching the indirect speech?

The Teacher : I teach indirect command first because it is the easiest kind of indirect speech. Then, I teach indirect statement. After introducing indirect statement, I explain indirect wh. question. Finally, I explain indirect yes-no question.

The Writer : Do you find any difficulties in teaching the indirect speech?

The Teacher : Yes, because the students' mastery on tenses is weak.

The Writer : What are the difficulties that are found by the students in learning the indirect speech?

The Teacher : They are confused with the tense-changes because their mastery on tenses is not good. Besides, they are confused with the changes of personal pronouns.

The Writer : How do you help the students to overcome the difficulties?

The Teacher : I give them the rules of the tense-changes and ask them to memorize the rules. To help the

The Fourth Interview

students who are confused with the changes of the personal pronouns, I draw the person who are involved in the speech roughly. In this way, I help the students to imagine the changes of the personal pronouns.

The Fifth Interview

The Writer : What are your steps in teaching the indirect speech?

The Teacher : I teach indirect command first because it is easy. Then, I introduce indirect question-word question to the students before introducing indirect yes-no question. The last step is introducing indirect statement. In this case, I begin with the reporting verb which is in the present form because there is only a few change that should be noted.

The Writer : What are the students' difficulties in learning the indirect speech?

The Teacher : The students usually have the following difficulties:

- When the reporting verb is in the past form.
- the changes of "this" into "that", "here" into "there"
- the changes of personal pronouns: what should be changed and what should remain the same.
- they do not remember all the changes

The Fifth Interview

The Writer : Do you have any problem in teaching the indirect speech?

The Teacher : Yes. It is difficult to make the students remember all the changes that are necessary. Sometimes they remember the changes of pronouns, but then they forget the changes of the tenses, or the other way around.

The Writer : How do you handle that difficulty?

The Teacher : First, I give the students some drills to practice converting the direct speech into the indirect one, or converting the indirect speech into the direct one.

Second, I explain the changes of the personal pronouns as follows:

- I --> the change depends on the subject.

- you --> the change depends on the the person to whom the speech is directed.

- he/she --> do not change

The last, sometimes, I use a picture to explain the changes of the pronouns.

The Sixth Interview

The Writer : What are your steps in teaching the indirect speech?

The Teacher : The first step is teaching indirect command/request. The second step is introducing indirect statement. Sometimes, however, indirect statement is introduced first before indirect command/request. The reason is that the students will learn indirect command/request more easily if they understand the indirect statement first. The last step is introducing indirect question.

The Writer : What are the difficulties that the students often find in learning the indirect speech?

The Teacher : They have some difficulties in:

- the ordering of words in indirect question
- the tense that should be used in the reported clause because it is related to the tense of the reporting verb.
- the changes of the personal pronouns

The Sixth Interview

The Writer : How do you overcome those difficulties?

The Teacher : I make a summary about the tense-changes on a certain, and the overcome the difficulty in the changes of the personal pronouns, I give them a picture. I give an illustration through a picture so that the students can imagine the changes of the personal pronouns. Besides, I give a lot of exposures.

To overcome the students' difficulty in the ordering of words in the indirect question, I emphasise that we may not use question form because it is not a question again when it is reported. What's more, I remind the students that they should use a conjunction "if" or "whether" if there is no question word which precedes the question.

The Seventh Interview

The Writer : How do you introduce the indirect speech to your students?

The Teacher : At first I ask something to one of the students, for example, student A. Student A answers, and then another student is told to report student A's answer to the whole class. This is done several times by using various sentences. Then those sentences are written on the blackboard. At last, I explain the changes of the tenses to the students. I will explain the changes of the personal pronouns if the students do not understand. Thus, in introducing the indirect speech, I give the rules to the students after they practise using them.

The Writer : Don't the students get confused because of so many changes in indirect speech?

The Teacher : They are usually confused with the changes of personal pronouns. The students often find that converting indirect speech to direct speech is more difficult

The Seventh Interview

than converting direct speech to the indirect one.

The Writer : How do you overcome the students' difficulty concerning the changes of personal pronouns?

The Teacher : I overcome it through demonstration. In this way the students can see directly who speaks, to whom the speech is directed, and who reports it.

The Eighth Interview

The Writer : What are your steps in teaching the indirect speech?

The Teacher : I start teaching the indirect speech from the easiest one, that is indirect command/request. Then, the second step is indirect statement. The third step is indirect question word question. The last step is indirect yes-no question because in this step the teacher introduces the conjunction "if" or "whether".

The Writer : Do your students find any difficulties in learning the indirect speech?

The Teacher : Yes, the main difficulty is on the changes of pronouns.

The Writer : How do you overcome the difficulty?

The Teacher : I help the students by giving the situation: who speaks, and to whom the speech is directed. Sometimes, it is followed by moving the hands and pointing at the persons who are involved in the speech.

The Writer : Do you have any problem in teaching the indirect speech?

The Eight Interview

The Teacher : Yes. I think the time which is provided to teach the indirect speech is not enough.

The Writer : How do you teach the indirect speech?

The Teacher : At first I introduce the idea of direct speech and indirect speech through many communicative examples. Then the changes of the tenses are written on the blackboard so that the students can see them every time they convert the direct speech to the indirect one.

The Ninth Interview

The Writer : What are your steps in teaching the indirect speech?

The Teacher : I follow what is written in GBPP because the material that I teach is closely related to the final examination.

The Writer : How do you teach indirect speech?

The Teacher : I emphasise on meaning. Therefore, I ask the students to translate the English sentences into the Indonesian ones before turning them into the indirect speech.

The Writer : Do the students find any difficulties in learning the indirect speech?

The Teacher : Yes. They are usually confused with the changes of the question form into the statement one, the changes of the tenses, and the changes of the personal pronouns. Those difficulties are related to meaning.

The Writer : How do you overcome those difficulties?

The Teacher : Because the difficulties are related to meaning, I explain the meaning or guide the students to

The Ninth Interview

understand the meaning of the direct speech before turning it into the indirect one. This can be done if the time which is provided is enough.

The Tenth Interview

The Writer : There are many kinds of indirect speech, so what are your steps in teaching them to the students?

The Teacher : At first I introduce indirect command because there is no tense-change and no change of word-order. Therefore, I only introduce the change of pronouns. Then, I introduce indirect statement. The last step is indirect question because it is the most difficult element in indirect speech.

The Writer : What are the students' difficulties in learning the indirect speech?

The Teacher : The students usually have the difficulties as follows:

- how to differentiate among command, statement, and question.
- how to remember all the rules.

For example:

we use 'to-infinitive' in indirect command, we use 'that' in indirect statement, etc.

The Tenth Interview

- the changes of pronouns, tenses, adverbs of time, adverbs of place, and ordering of words.
- sometimes there are many changes within one sentence, so they make the students confused.

The Writer : Do you have any difficulties in teaching the indirect speech?

The Teacher : Yes. I think it is difficult to make the students understand and remember the rules. Besides, it is difficult to explain the changes of the personal pronouns.

The Writer : How do you handle your problems?

The Teacher : I ask the students to play a 'drama'. In this case, one of the students reads a direct sentence, and then the others change it into the indirect one.

The Eleventh Interview

The Writer : How do you teach indirect speech?

The Teacher : First, I ask one of the students to say something. Then, I order another student to report her sentence to the whole class. This is done several times, but the students may not use a similar sentence. Then, I ask the students to draw a conclusion.

The Writer : Do the students find any difficulties in learning indirect speech?

The Teacher : Yes, the main difficulty is on the changes of the tenses.

The Writer : How do you help your students to reduce the difficulty?

The Teacher : I give an explanation on the tense-changes first before giving the rules because I emphasise on the usage, not on the form.

The Twelfth Interview

The Writer : How do you teach grammar?

The Teacher : There are two things that should be considered in teaching grammar. They are: understanding and fluency. Understanding is gained through rules, and fluency is gained through a lot of practice.

The Writer : Do you have any suggestions for teaching indirect speech?

The Teacher : I think the students should know the rules, and then for fluency, the teacher can give many exercises both oral exercises and written exercises. The teacher may also give an exercise through a reading passage.