

A STUDY OF ERROR ON ENGLISH SPEECH USED BY THE RADIO ANNOUNCER AT BRASS FM KEDIRI

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Abstract:

Error is violation from the rule of English grammar. The purpose of this study is to describe the kinds of errors and to calculate the frequency of occurrences of the types of errors made by the announcer at Brass FM Kediri. The data in this study were obtained from the English conversation program at Brass FM Kediri. The data was collected by doing 2 week observation to investigate the process of English conversation between announcer and participants of Brass FM in English Corner program. The researcher used the recording to know the errors of English speaking made by the announcer. The errors found were analyzed using Surface Strategy Taxonomy from Dulay (1982) and were classified into errors of omission, errors of addition, errors of misformation, and errors of disordering. Based on the analysis, it is show that highest frequency of occurrence of the types of errors is misformation with the percentage 47.92 %, omission with the percentage 33.33 % then followed by addition with the percentage of 16.67%, and the last percentage disordering 2.08%. From the data above that the announcer still makes errors in using grammar especially in the use of plural -s/-es, pronoun and to be. Based on the result of the study, it can be concluded that the announcer of radio Brass FM in English Corner still has many problems in using grammar in conversation on English broadcast. It suggests that the language learner must study more about English grammar and not forget to pay attention the punctuation, conjunction, preposition and any kinds of tenses to make of English grammar mastery.

Key words:

Error, Grammar, Announcer

Background of the Study

Language is an important means of communication in human life. By using language, people can communicate with others. People use the language not only to talk about laws, religion, government, education, and family but also to reveal their feeling and emotion, such as when they are happy or angry.

As social creatures, human beings cannot avoid communication with each other since communication is an important activity and it is needed to express thoughts in social context. Communication can be conveyed by speech. Speech is one of the communication channels besides writing.

In learning process, besides people have to go to school, course, study together by getting the teacher's guidance, they also can get additional lesson from other sources such as mass media (newspaper and magazine) and electronic media (radio, television, the Internet).

Radio is a media of communication which features an interaction between the announcers and listeners in program broadcasting. By listening to radio, the listeners can get information, share the feeling and listen to songs. Nowadays, radio station not only has Indonesian programs but also foreign programs. Here, the announcers use foreign language especially English in their speech to greet and communicate with the listeners. In Indonesia, English is a foreign language not a second language. In English program sometimes the announcers cannot avoid making errors in their speech.

Therefore, it is important to study the errors of English speech used by the radio announcers in Brass FM Kediri.

Statements of the Problem

Based on the explanation in the background of the study above, the problems are formulated as follows:

- 1) What kinds of errors do the announcers make in English speech?
- 2) What is the frequency of occurrence of the type of errors?

Scope and Limitation of the Study

The researcher limits the research to focusing on the errors, kinds of errors and the frequency of occurrence of the type of errors in English speech made by Brass FM announcer in sentence. The participant of this research is announcer of Brass FM radio in Kediri who uses English in *English Corner* program.

Theoretical framework

1. Radio Station and Announcers

Radio is communication media which plays an important role as source of information. The function of radio station is providing information, education and entertainment. The relationship between radio station and announcers are close. It means that the announcer knows about the way to speak, give opinion and have polite language. Thus, the announcers must have broad knowledge and information which will be broadcasted to the listener.

2. The Functions of Radio Station

The researcher describes some functions of radio station. They are:

- a) Providing information

One of the radio station functions is providing information on national and international news. Radio station should give important information to the

society in which it has positive value for the people.

b) Education

Radio also has function in education. By providing some news, the listener can understand and follow the development of knowledge, such as science and technology.

c) Entertainment

As radio also has entertainment function, it should create relaxed situation by providing many kinds of music.

3. Qualifications of Announcer

To be a announcer is not easy. The announcer must have skills to persuade the listener. Here, professional announcer should have some strategies in broadcasting. They are:

a) Understand radio ethics

Radio as electronic media has broadcasting code of ethics. As profession, it also has profession code of ethnics. The announcer should understand ethics of radio broadcast covering institutional ethics, oral ethics and ethics in giving opinions.

b) Speak fluently

The first qualification of announcer is speech. Because in the radio people cannot see the announcer but the people only heard the voice. As announcer not only master in speaking but

also must understand what the meaning of him/her speech and how the impact of him/her speech. Announcer also master in foreign language such as English.

c) Love and be loved by fans

Radio must have certain characteristics through sound of announcers and music. It is better for announcer to have some ways to make the listener interested in him/her.

d) Understand the necessity of listener

Radio announcer should know what people needs. So announcer and listener can take and give information each other. Here, announcer should understand when he/she entertains the listener, and when and how they support the listener.

4. Errors

a. Definition of Errors

Dulay says that errors are the flawed side of learner speech or writing¹. They are those parts of conversation or composition that deviate from some selected form of native language performance. In the process of learning foreign language, a learner cannot avoid making errors. Second language learning is basically a process,

¹Read, Dulay, et al., *Language Two*. (New York: Oxford University Press ,1982) p.138

which always involves trial and errors in which the learner will make error in the process of acquiring the target language.

Brown (1987) as quoted by Rohim defines that errors are idiosyncratic in language which are direct manifestation of a system within which a learner is operating². He further states that error is a noticeable deviation from the adult grammar of a native speaker, reflecting the language competence of the learner.

b. Sources of Errors

The development of error classification based on sources of errors has taken up a good portion of the error analysis in research literature. Language learning is an interaction, it has two factors; internal factors such as first language transfers, simplification, false hypotheses by the learners' etc. External factors are those of the environmental factors such as training procedure, communication situations, and socio-cultural factors.

1) Internal Sources

Brown states that there are four sources of errors. They can be stated as follows:

- a) Interlingual transfer or interference source

²Read, Rohim, Abdul. *An Error Analysis on Speaking made by the English Students of the Second Semester of FKIP UNISMA*. (Unpublished Thesis. Malang: English Department of FKIP UNISMA) p. 16

It is usually made by beginners, since the beginners have not been familiar with the system of the target language, they use their native language system in previous experience upon which the learner can draw.

b). Intralingual transfer source

Learners have begun to acquire parts of the new system; more and more intralingual is manifested. It is made when a learner has acquired some parts of the language system.

- c) The context of learning source. It refers to the classroom with its teacher and its materials.
- d) Communication strategies sources. It refers to the conscious employment of verbal or non-verbal mechanism for communicating an idea.

2) External/Environmental Sources

Dulay, et al (1982) states that there are interlingual errors is occasioned by at least two environmental factors. They are:

- a) Condition that result in premature use of target language. There are two conditions resulting in premature use of target language. The first condition is pressure to perform. This happens, for example, to a tourist in a foreign country, equipped with view hundred

vocabulary words and perhaps a view structures, he/she is likely to fall back on his/her first language when attempting to communicate a message that is far beyond his/her knowledge of the target language. This is a premature use of target language triggered by a need to communicate in the target language before he/she mastered the system of the target language. It seems then, that condition that exerts pressures on the learners to produce the target language too soon will encourage conscious use of the first language as an aid of communication.

The second condition is limited to target language environment. It apparently limits the scope and quality of target language learning. It includes (1) the absence of peers who speak the language natively, and (2) severely limited and often artificial conditions under which the language may be learned, such as twice a week was spent two hours to memorize vocabulary or dialogue, have audio lingual drills, answer unreal questions, or try to stimulate conversation with speakers who are not proficient enough in the target language. Under these conditions, learners have limited

resources to fill the vacuum of the target language.

b) Elicitation tasks

It refers to the manner in which spoken and written performance is elicited from the target language of the learners. For example, teacher could ask the students to translate a paragraph written in the native language, or ask them to describe a picture, or give a cloze test. Elicitation task is seldom discussed, but it is extremely important, since it influences a learner's verbal performance. The proportion of interlingual error can be changed with the elicitation task or translation in particular.³

c. Categories of Error

In this study, the researcher tends to adopt the descriptive aspect of error taxonomies based on the assumption proposed by Dulay et al (1982:146-197). They stated that error could be categorized as (1) linguistic category, (2) surface strategy taxonomy, (3) comparative taxonomy, and (4) communicative effect taxonomy.

1) Linguistic Category

This category classifies the errors according to either the language components or the particular linguistic constituents.

³ Rokhim, p.177-181

Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

2) Surface Strategy Taxonomy

It concerns with identifying cognitive processes that underlie the learner's reconstruction of the new language. Surface strategy taxonomy has four types of errors. They are omission, addition, misformation, and disordering.

3) Comparative Taxonomy

The classification of comparative taxonomy has two major error categories. They are developmental error and interlingual error.

a) Developmental error

It is similar to those made by children learning the target language as their first language. For example:

Rabbit eat carrot

The omission of the article and the past tense marker may be classified as developmental error because they are also found in the speech of children learning English as their first language.

b) Interlingual error

It is similar to semantically equivalent phrase or sentence in the learner's native language. For example a long answer for an English negative yes-no question.

Did John not go to library yesterday? Yes, john did not go to library yesterday.

This kind of error is made by Indonesian learners who learn English. The learners are influenced by Indonesian structure in answering yes-no question which is quite different from the English one.

d. Significance of Errors

In teaching and learning process of English as second language, errors are often made by the learners. By identifying students' errors, teachers could determine the sequence of presentation of target items in a textbook and classroom, with the difficult item following the easier ones.

Corder (in Rohim, 2000) states that a learner's errors are significant in which they provide the teachers and researchers with evidences of how a language is learned or acquired, what strategy or procedures the learner is applying in the acquisition of the language. Further, he says that errors can be significant in three

ways; (1) they tell the teacher how far the learner has come and what he is still supposed to learn, (2) they give the researchers of how a language is learned, and (3) they are devices the learner uses to test hypotheses concerning the target language he is learning.

In this case, learners' errors are not only inevitable but are necessary parts of the language learning process. Errors are meaningful in which they indicate that a learning process is taking place. Here, errors can help the foreign language teachers to provide an effective grammatical explanation or correction that enable the learners to construct efficient systems of interlanguage.

5. The function of Speech

Diller (1978:19) states that speech plays an important role rather than other skills, such as reading, or writing.

In daily interaction, people have dialogue with others that it serves both an affective (or social) function, and a referential (or informative) function. The initial greeting and comments on the weather serve a social function; they establish contact between the two participants. The exchange then moves on to become more information-oriented or referential in function.

F. Research Methods

The research design used in this study was descriptive. The researcher investigated the errors made by the announcers of Brass FM in *English Corner* program by listening to the English conversations between the announcers and participants, identifying the errors made by the announcers, and classifying and describing the errors. Thus, the research design used in this study is descriptive quantitative to discuss the finding.

Three instruments used in this study were observation, recording and questionnaire. The more detail explanations are as follows: 1) observation, 2) recording, and 3) questionnaire

In this research, some procedures of data collections were used. It was collected from the conversations between announcer and participants of Brass FM in *English Corner* program. The data were taken by recording their conversations and conducting observation to get the accurate data.

The researcher employed some steps to analyze the data; these were identifying the errors, classifying the errors, and describing the frequency of the errors. To describe the frequency of errors, the formula will be used to predict the percentage of errors as follows:

$$Z = \frac{X}{Y} \times 100\%$$

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Where: Z = the percentage of one kind of errors

X = frequency of announcers' errors

Y = the number of grammatical errors

G. Result and Discussion

The researcher takes the data from the first meeting. The data include the identification of errors, classification of errors, tabulate on of errors and discussion.

1. Result

a) Identification of Errors

The researcher transcribed the data from spoken English into written English. From the results of the transcription, the researcher found 48 errors in 88 sentences from one announcer.

1) Errors of Omission

To ease identification, the researcher used table for types and number of errors. Here is table that shows of types and number of errors of omission.

Table 1: Types and Number of Errors of Omission

No.	Errors of Omission	Σ	%
1.	Omission of to be	4	25
2.	Omission of plural – s/-es	3	18.75
3.	Omission of object	3	18.75
4.	Omission of pronoun as a subject	3	18.75
5.	Omission of article a/a	1	6.25
6.	Omission of subordinator	1	6.25

7.	Omission of auxiliary	1	6.25
Total		16	100

Based on the table above, it shows that the errors of omission of *to be* reached the highest in percentage 25%, then followed by omission of *plural –s/-es*, omission of *object* and omission of *pronoun as a subject* with percentage 8.75% and the last percentages 6.25% by omission of *article a/an*, omission of *subordinator*, and omission of *auxiliary*.

2) Errors of Addition

This is a table of types and number of errors addition as follow:

Table 2: Types and Number of Errors of Addition

No.	Errors of Addition	Σ	%
1.	Addition of Preposition	3	37.5
2.	Addition of article a/a	1	12.5
3.	Addition of pronoun	1	12.5
4.	Addition of article the	1	12.5
5.	Addition of article a/a	1	12.5
6.	Addition of plural – s/-es	1	12.5
7.	Addition of object	1	12.5
Total		9	100

In the errors of addition above, it can be seen each of the errors addition of *Preposition* with the percentage of 37.5%, and then followed by addition of *article a/an*, *pronoun*, *article the*, *plural –s/-es* and *object* with the percentage of 12.5%.

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3) Errors of Misformation

The table below identifies the types and number of errors of misformation.

Table 3: Types and Number of Errors of Addition

No.	Errors of Misformation	Σ	%
1.	Misformation of verb in perfect tense	3	13.04
2.	Misformation of preposition	3	13.04
3.	Misformation of pronoun	2	8.70
4.	Misformation of to be	2	8.70
5.	Misformation of third person singular verb	2	8.70
6.	Misformation of modifier of noun	1	4.35
7.	Misformation of conjunction	1	4.35
8.	Misformation of question tag	1	4.35
9.	Misformation of passive	1	4.35
10.	Misformation of possessive	1	4.35
11.	Misformation of verb-ing for present continuous	1	4.35
12.	Misformation of has/have	1	4.35
13.	Misformation of present tense	1	4.35
14.	Misformation of adjective	1	4.35
15.	Misformation of noun	1	4.35

16.	Misformation of future tense	1	4.35
Total		23	100

The data above shows that the highest of errors of misformation of *verb in perfect tense* and *preposition* with percentage of 13.04%, followed by errors of misformation of *pronoun, to be, and third person singular person* with percentage 8.70%, and then errors of misformation of *modifier of noun, conjunction, question tag, passive, verb-ing for present continuous, has/have, present tense, adjective, noun and future tense* with the percentage of 4.35%.

4) Errors of Disordering

The following table shows the types and number of errors of disordering.

Table 4: Types and Number of Errors of Disordering

No.	Errors of Misformation	Σ	%
1.	Disordering of passive	1	100
Total		1	100

In the errors of disordering shown in table 4.4 above, it can be found that the errors in disordering of *passive* has percentage of (100%). It means that the absolute errors occurred on the use of passive.

5) Tabulating of Errors

After the researcher classified and identified the errors in English sentence, the researcher found the total

percentage of errors omission 33.33%, 16.67% of addition, then 47.92% of misformation and 2.08% of disordering. The researcher also uses a table to know the kinds of errors and to get the accurate the data. The table below shows that the frequency of errors.

Table 5: Tabulating of errors

No	Errors	Σ	%
1	Omission	16	33.33
2	Addition	8	16.67
3	Misformation	23	47.92
4	Disordering	1	2.08
Total		48	100%

2. Discussion

Dulay (1982:138) says that the errors are flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected form native language performance. The data were obtained from announcer of radio Brass FM in *English Corner* program with the focus on types of errors of surface strategy taxonomy that the announcer in radio Brass FM still have problems in applying English grammar and can not avoid making errors in English Speech.

Referring the description before the researcher can conclude some kinds of errors were produced frequently by the language learner because they did not master the target language rules. The total numbers of errors are 16 error of omission. The higher contribution of this error is omission of to be because

the announcer still confused for using tenses.

The common error of addition is almost all of error made by announcer in types of error. The contribute error of addition is 8 errors. So, the announcer still makes wrong in categories error of addition in a sentence because the mother tongue still influenced in using a sentence and she just translated L1 (Indonesia) to L2 (English).

For the errors of misformation, the researcher found 23 errors. The higher positions of errors of misformation are verb in perfect tense and preposition. It caused of the announcer still have a problem with basic rules of structure English.

From the errors of disordering, the researcher only found one of error. The error is disordering of adjective clause. This error caused of still confused in using passive voice.

H. Conclusions and Suggestions

1. Conclusions

The objectives of the study were to describe errors types made by the announcer of Brass FM in *English Corner* program, and the pattern of frequency of occurrence of the errors in the spoken English.

Referring to the types of errors, the results of the study have shown us that the announcer made four types of errors. They are errors of omission, errors of addition, errors of misformation, and errors of disordering. The first

type have seven categories of errors; they are omission of to be, omission of plural –s/-es, omission of object, omission of pronoun as subject, omission of article a/an, omission of subordinator and omission of auxiliary. The second type included of addition of preposition, addition of article a/an, addition of pronoun, addition of object, addition of article the and addition of plural –s/-es. The third type consisted of misformation of verb in perfect tense, misformation of preposition, misformation of pronoun, misformation of to be, misformation of third person singular verb, misformation of modifier of noun, misformation of conjunction, misformation of question tag, misformation of passive, misformation of possessive, misformation of verb-ing for present continuous, misformation of has/have, misformation of present tense, misformation of adjective, misformation of noun and misformation of future tense. The last type is disordering of passive.

From the result, it is found that the total numbers of errors found in types of errors are 16 errors or 33.33% in the omission, 8 errors or 16.67% addition, 23 errors or 47.92% misformation and 1 error or 2.08% disordering in 133 sentences.

Based on the result shown that the learner language still make the errors of grammar that is indicate that grammar is difficult to achieve and difficult to be a master English.

2. Suggestions

The researcher hopes that the result of this study will make the announcer knows that they still have make the errors in English grammar. It means that the language learner must be study again in English grammar in order to improve their capability to become mastery English. For other suggestion is that the announcer must read more grammar books and any kinds of mass media to enrich her knowledge in English, and don't forget to put the elements of language like article, preposition and so on because these elements are very important to producing the capability of grammatical English.

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