AN ANALYSIS OF SPEECH ERRORS ON SAS FM RADIO

PROGRAMS:

A PSYCHOLINGUISTIC APPROACH

Research Paper

Submitted as a Partial Fulfillment of the Requirement
For Getting Bachelor Degree of Education
In English Department
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MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2009
CHAPTER 1
INTRODUCTION

A. Background of Study

In this globalization era, the need of information is a prior need. There are many kinds of media used by human to spread information from one place to another. One of them is radio. Radio is a kind of electronic media to function as means of information spreader as well as entertainment for society. One of great demanded radio is SAS FM radio. It is located in Surakarta on 104.3 FM. As a prominent radio in Surakarta, SAS FM radio has a lot of high quality programs. One of them is SAS FM Interactive English program. There are two kinds of English programs in SAS FM radio. They are SAS Sunday Work Out which is broadcasted every Sunday at 6 to 9.30 am and SAS Sunday Lucky Day which is broadcasted every Sunday at 4 to 7 pm. These two English programs are broadcasted by Elmo Hakim, Melfo and Tasya. They take turns in broadcasting the programs. In this program, the broadcasters use full English and so do the callers. The spontaneity in producing speech during these programs leads the occurrence of speech errors. It is natural considering that producing spontaneous speech is not easy. In addition, all of speakers in this program are non native speakers.

Speech errors are often found in spontaneous speech, such as in everyday speech. People usually think that producing speech is an easy thing. They think that they can produce sentences automatically by using their
articulatory programs to convey their thought to the listeners. Therefore, most of them do not prepare full planning before having a speech, especially in having spontaneous speech. Clark and Clark (1977: 223) states that:

Talking seems to require little thought or effort. In most conversations the words flow with just the least bit of mental urging. People think about what they want to say and their tongues seem to take care of the rest, automatically putting their thoughts into words.

Actually, speaking is not an easy thing especially to speak about difficult thing. For example if we want to describe a certain room. First of all, we should think about the wide of the room, the location of the room and the content within. Thus, speakers must formulate their plan fully before executing speech. In addition, speakers should plan where to start also. It is known that in speaking, people through two kinds of activities. The first activity is planning and the second is execution. Fauziati (2008: 137) states that “Thus, producing speech seems to follow two types of processes: planning and execution”. Planning is a process in speaker’s mind to plan what he or she wants to talk about. While execution is a process of uttering the segments, words, phrase based on speaker’s plan.

On the one hand, a good planning can minimize the occurrence of speech errors. It can help speakers in attempt to produce a speech which runs smoothly and contains no speech errors or called ideal delivery. On the other hand, the less consideration of planning leads the occurrence of speech errors. Speakers often find some difficulties when they do planning and execution in the same time. As Clark and Clark (1977: 260) states that:
These errors are roughly of two kinds. Some are the result of gross difficulties the speaker has in trying to plan and execute speech at the same time. These include hesitations, corrections, *uhhs*, and many other indications that speakers are interrupting the execution to do further planning. Other errors are the result of more localized difficulties speakers have in forming the articulatory program to guide the articulatory muscles in the production of sounds. These include all the “slip of the tongue,” which multiply when speakers are tired, in a hurry, or under pressure.

Sometimes, although speakers have tried to formulate plan relate to what they want to talk about before executing speech, not all of speech goes well. In the daily conversation, speakers often do not formulate plan fully before executing speech thus lead the occurrence of speech errors in their speech. They sometimes hesitate or stop in the middle of sentence for a moment to think the appropriate word to be said next. They also often produce utterances which actually they don’t intend to produce.

The phenomenon of speech errors during the speech does not only occur in the everyday speech, but also in a certain context, such as in the English conversation between broadcasters and the callers during SAS FM Interactive English Programs: SAS Sunday Work Out and SAS Sunday Lucky Day. There are many types of speech errors found in their conversations, such as: pause, e.g., *I invite you for the phone call to// I guess, mm, seven o'clock yeah*. This speech contains pause; silent pause (//) - no speech between words, and filled pause (mm) - a gap filled by ah, err, uh, mm. The other type of speech error is repetition, e.g.: *I will be very / very happy if I can accompany you spending your Sunday holiday here*. This speech contains of repetition.
(very) - repeat one or more words in a row. The conversation also contains False start, e.g.: Everyone just can listen to your voice through on/ through this on ((laugh)). This speech contains false start (retraced) - correction of a word before the corrected word, that is through this on. There is also False start (unretraced) - correction of a word, e.g.: I have played/ready played “ready to fly”, special for you. Here, the speaker just correct the word played to ready played. He doesn’t repeat a word before the corrected word. The next type of speech errors is interjection, e.g.: what does it mean? Andi 21? Okey...This is coming from andi. Oh, probably you are 21 years old. This speech contains interjection (oh).

Speech errors phenomenon is very interesting to be investigated. From speech errors that have been uttered by a speaker, one can observe how the work of speaker’s mind. Therefore, the researcher is interested to conduct this study. In this study, the researcher uses psycholinguistic approach because speech error is included in speech production study, while speech production study is one of psycholinguistic concerns. This research aimed to describe speech errors phenomenon in SAS FM Interactive English Programs: SAS Sunday Work Out and SAS Sunday Lucky Day. It is expected that this research can give good contribution in foreign language learning dealing with speaking skill learning. Hence, the researcher entitles the study “An Analysis of Speech Errors in the English Programs of SAS FM Radio: A Psycholinguistic Approach”
B. Previous Studies

To prove the originality of this research, the writer presents some studies related to this study.

The first study is conducted by Diyah (UMS: 2003) entitled “Speech errors in English Conversation by Interlocutors in ASRI BROADCASTING CORPORATION: Psycholinguistics Approach”. This research studies about speech errors which are made by interlocutors during the program of English Corner Gama Exacta Asri in ASRI broadcasting Corporation which is located in Sragen. The results of this study are as follow: (1) utterances contain silent pause (12 or 11, 2 %); (2) Utterances contain filled pause (46 or 43%); (3) utterances contain repeats (19 or 17,8); (4) utterances contain retraced false start ( 8 or 7,5 %); (5) utterances contain unretraced false start ( 4 or 3,7 %); (6) utterances contain corrections ( 7 or 6,5 %); (7) utterances contain interjection ( 8 or 7,5 %); (8) stutters (1 or 0,9% ) and slip of the tongue ( 2 or 1,9 % ). The dominant speech errors appear in the data is filled pause.

The next research is conducted by Terao (Mejiro University, 1999). The research entitles "Comparative analysis between conduction aphasia and speech errors”. This paper makes a comparative analysis between spontaneous speech errors and some conduction aphasic utterances made by two patients. The results and suggestions are as follows: (i) The frequency of contextual errors by normal speakers are three times higher than non-contextual errors, whereas the tendency is reversed in conductive aphasic errors; (ii) the phonological environment of the interacting elements as well as
similarities between errors and sources should be considered seriously when we postulate the “Phonological Level” and “Phonetic Level”. The author suggests that patients are capable of building a phonological frame (e.g. sequence of more slots for intended words) as evidenced by two observations: those addition errors tend to occur between bimoraic foot boundaries with high regularity; and substitution errors seem to occur between two more with identical vowels.

The third research is conducted by Perez and Friends (German, 2007) entitled "Perceptual Bias in Speech Error Data Collection: Insights from Spanish Speech Error". This research paper studies the reliability and validity of naturalistic speech errors as a tool for language production research. These patterns are then contrasted with published report from Gremanic Language (Spanish). Unlike findings in the Germanic Languages, Spanish Speech errors show many pattern which run contrary to those expected from bias: (1) more phonological error occur between words then within word. (2) word-initial consonants are less likely to participate in errors then words-medical consonants. (3) Errors are equally likely in stressed and in unstressed syllables. (4) Preservations are more frequent than anticipation and (5) there is no trace of a lexical bias.

Based on those previous studies above, the writer tries to extend the previous studies about psycholinguistics, especially about speech production and speech errors. This research is different with those previous studies above; the writer here only focuses on speech errors which are found in the
conversations between broadcasters and the callers of English Programs in SAS FM Radio: SAS Sunday Lucky Day and SAS Sunday Work Out. But this research has similarity with those previous studies; it studies the same object that is speech error. This is original work done by the writer. There has been no research yet about speech error on SAS FM Radio before.

C. Problem Statement

Based on the background above, the researcher formulates the research problems being studied as follows:

1. What are the types of speech errors found in the conversation between the broadcaster and the callers in English Programs on SAS FM Radio?
2. What is the dominant speech error found in the conversation between the broadcaster and the callers in English Programs SAS FM Radio?
3. What are the sources of errors appear in the speech during the English programs of SAS FM Radio?

D. Limitation of the Study

In this study, the writer limits her research problems just to discuss speech errors found in the conversation between broadcaster and the callers in English Programs of SAS FM Radio: SAS Sunday Lucky Day and SAS Sunday Work Out. The conversations were broadcasted every Sunday at 6 am to 9.30 am and at 4 pm to 7 pm. The data are recorded on November 9th and November 16th 2008. In this research, the writer studies 122 data.
E. Objectives of the Study

In carrying this research, the writer formulates the objectives of the study as follows:

1. To describe speech errors found in the conversation between broadcaster and the callers.
2. To describe the dominant speech errors found in the conversation between broadcasters and the callers.
3. To reveal the sources of errors during the English programs of SAS FM radio.

F. Benefits of the Study

The writer really hopes that her research on speech errors has some benefits to the writer herself and to the reader in general. The research is expected to be benefit for:

1. For the lectures and learners:
   a. Giving some contributions to develop the knowledge about speech production.
   b. Providing lectures and learners with rich information or references about psycholinguistics, especially about speech production and speech errors.

2. For the other researchers:
   a. The result of this study becomes one of the references in studying of speech errors.
b. The finding of this study can be good input for readers in understanding speech errors.

c. The elaboration of this research may be useful as references for other researchers to conduct a study for the same object.

G. Research Paper Organization

The study will be organized as follows:

Chapter 1 consists of background of the study, previous study, problem statement, limitation of the study, objectives of the study, and research paper organization.

Chapter II is theoretical background. It deals with the theories of psycholinguistics, speech, speech production, and speech error.

Chapter III is the research method. It consists of the type of the research, the object of the research, data and data source, techniques of data analysis.

Chapter IV is the data analysis and discussion which consists of sample of data and the elaboration of data analysis.

Chapter V is conclusion and suggestion. It consists of conclusion from the result of the study, and suggestion from the writer.