CHAPTER III

DATA PRESENTATION AND ANALYSES

3.1. Data Presentation

In chapter three the writer will present, analyze, and interpret the data. The writer's data are in the form of responses of the respondents toward errors in English, which are presented in the form of Semantic Differential Scale. In this study, the writer assigns the number in each scale from the minimum score minus three (-3) until the maximum score plus three (+3). The use of minus and plus in the scale is designed to make the calculation easier. The scale used in this study is drawn as follows:

Unaccepted __ __ __ __ __ __ __ Accepted
         -3   -2   -1   0   1   2   3

The opposite extremes of a trait used in the scale are 'accepted' and 'unaccepted' in order to know what is the acceptable errors in English made by Color radio announcer.

There will be four data, which are presented in this subchapter below. The first data is on mispronunciation as presented as follows.

Unaccepted ‖‖ I ‖‖‖ ‖‖ II ‖‖ ‖‖ I II __ Accepted
         -3   -2   -1   0   1   2   3

In the scale, the space nearest to the trait 'unaccepted', with the value minus three, consists of six marks. It means, there are six respondents who extremely do not accept the error. There are four marks on the space near it

with the value minus two. On the minus one space, seven marks are presented on it. On this space most respondents give their opinion.

Five respondents do not give their specific judgments since they assign marks on the middle space of which the value is zero. Six marks are on the space with the value plus one and there are only two marks on the space with the value plus two.

The second scale below shows the responses toward the morphological errors.

Unaccepted $\underline{\text{ЖI}}$ $\underline{\text{I}}$ $\underline{\text{Ж}}$ $\underline{\text{ЖIII}}$ $\underline{\text{ЖII}}$ $\underline{\text{II}}$ $\underline{\text{I}}$ Accepted
              -3   -2   -1   0   1   2   3

From the scale we can see that there are six marks on the space with the least value minus three. Only one response is given on the space next to it. Five marks are on the minus one space.

The most marks are given on the middle space. Eight respondents choose to be neutral by giving their mark on it. Therefore there are eight marks on the space with the value zero. Seven marks are on plus one space. Two responses are given to plus two space and only one to plus three space.

Data on Semantic errors are shown as follows by using the same scale:

Unaccepted $\underline{\text{ЖII}}$ $\underline{\text{ЖI}}$ $\underline{\text{ЖI}}$ $\underline{\text{III}}$ $\underline{\text{ЖI}}$ $\underline{\text{I}}$ $\underline{\text{I}}$ Accepted
              -3   -2   -1   0   1   2   3

The data show that most of the respondents, seven respondents, extremely reject the errors by assigning marks on the space valued minus three. Six marks are assigned to spaces with the value minus two and minus one.

Three respondents prefer not to choose one of the traits by giving their responses on the middle space. Six of the respondents seem to agree by accepting the errors even though the value is only one. One respondent gives his agreement on plus two space and one on plus three space.

Even though syntactic errors are considered to be the crucial mistakes, there are still some respondents who still accept the errors.

Unaccepted ‖‖ ‖‖ ‖‖ ‖‖ ‖ ‖‖ ‖‖ ‖ ___ Accepted
              -3   -2   -1   0   1   2   3

As shown by the scale above, five respondents do not accept the error by giving marks to the minus three space. The most marks, eight marks, are given to minus two space. This shows that they don't accept the errors extremely. Six respondents think the same way. They disagree but don't extremely accept the errors. Therefore there are six marks on space with minus one value.

Three marks are assigned to the middle space. It means that three respondents choose to be neutral. Seven respondents show their agreement toward the errors by putting their mark on plus one space. They don't extremely accept the errors. Only one respondent who gives his judgment on plus two space to show that he accepts the errors.

3.2. Data Analyses

After collecting the data, calculation is done to find the mean value. Firstly, the number of marks at each space is multiplied with the value of the

space. Secondly, the multiplication results are totalled and divided by the total number of the respondents. The formulae is shown below:

$$\frac{(nxm)+(nxm)+(nxm)+....}{r} = mean\ value$$

'n' is the number of marks at each space, 'm' is the value for the space and r is the total number of respondents.

The first calculation is to find out the mean value on mispronunciation. As presented above that there are six marks on the space with the value minus three (-3). Four marks are on the space with the value minus two (-2), seven marks are on minus one space and five marks on the middle space with the value zero.

Six marks on space with positive value one and two marks on plus two space. By using the formulae the calculation goes as follows:

$$\frac{(6\times-3)+(4\times-2)+(7\times-1)+(5\times0)+(6\times1)+(2\times2)+(0\times3)}{30} =$$

$$\frac{(-18)+(-8)+(-7)+0+6+4+0}{30} =$$

$$\frac{(-23)}{30} = -0.76$$

In morphological errors six respondents assign their marks on the space with the value minus three. Therefore 6 times (-3) equals (-18). Only one mark on minus two space, which means 1 is multiplied by (-2) equals (-2). Five marks on minus one space and the product of 5 and (-1) is (-5). Eight is multiplied by zero and it equals zero.
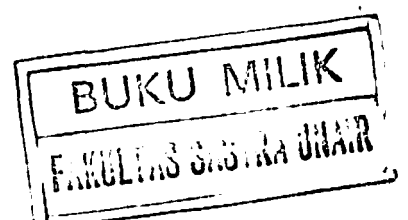
There are 7 marks on plus one space, so 7 times 1 equals 7. Two is multiplied by (+2), since there are to marks on plus two space, equals 4. One mark is on plus three space and 1 times 3 equals 3. All the multiplication results are totaled and divided by 30. In short the calculation is:

$$\frac{(6 \times -3) + (1 \times -2) + (5 \times -1) + (8 \times 0) + (7 \times 1) + (2 \times 2) + (1 \times 3)}{30} =$$

$$\frac{(-18) + (-2) + (-5) + 0 + 7 + 4 + 3}{30} =$$

$$\frac{(-11)}{30} = -0.36$$

To find the mean value of semantic errors, the procedure is the same as to account the mean value of mispronunciation and morphological errors. Seven is multiplied by the value of the space, minus three, which equals to minus twenty-one. Six times minus two equals minus twelve, and six times minus one equals minus six. Three marks are on the space with the value zero, therefore the result is also zero.

Six marks are multiplied by the value of the space, plus one, which equals six. One times plus two equals two, and the product of one and plus three is three. The multiplication results are totaled and divided by total respondents. The totaled multiplication result (-28) divided by 30 equals (-0.93). So the mean value of semantic errors is (-0.93). If we use the formulae, the result is as follows:

$$\frac{(7\times-3)+(6\times-2)+(6\times-1)+(3\times0)+(6\times1)+(1\times2)+(1\times3)}{30}=$$

$$\frac{(-21)+(-12)+(-6)+0+6+2+3}{30}=.$$

$$\frac{(-28)}{30}=-0.93$$

The last calculation is on syntactic errors. It is started by multiplying the total marks on the space with the value of the space. The results of multiplication are totaled and divided by the total number of the respondents. From the data, there are 5 marks on (-3) space. Eight marks on minus two space and six marks on minus one. On the middle space, there are 3 marks, on plus one there are 7 marks, and only one mark on plus two space. In short the calculation using the formulae is:

$$\frac{(5\times-3)+(8\times-2)+(6\times-1)+(3\times0)+(7\times1)+(1\times2)+(0\times3)}{30}=$$

$$\frac{(-15)+(-16)+(-6)+0+7+2+0}{30}=$$

$$\frac{(-28)}{30}=-0.93$$

Therefore the mean value on syntactic errors is (-0.93)

3.3 Interpretation of the data

In the previous subchapter we have already found out the mean value of each type of error, mispronunciation, morphological error, semantic and syntactic error. In this subchapter the writer gives interpretation toward each mean value and the answers of the questionnaire.

The mean value of mispronunciation is -0.76 (minus zero point seventy-six). Even though the score is only 0.76, which means less than one, it is negative. This indicates that the error is unaccepted.

Mispronunciation is unaccepted because it may lead to misunderstanding. As we know, there are words in English which have almost the same pronunciation or have the same sounds. Those kind of words are called 'minimal pair'; for example 'heel-heal', 'send-scent', 'or 'see-sea'.

There are also words that have the same form but have different pronunciation. As an example, the word 'read' in present tense, is pronounced as (rid) and 'read' in past tense (rɛd). If the announcer mispronounces the word, it will confuse the audience.

The mean value of morphological error is –0.36. This error is unaccepted since it is negative. Even though the error is unaccepted, the audience seems still be able to understand it. Maybe they think that to miss one or two suffixes is not a big matter. Even though the announcer made mistake the audiences were able to follow the conversation.

For semantic errors, the mean value is –0.93 (minus zero point ninety-three). The value is negative, so semantic errors are unaccepted. Semantics deals with meaning. It doesn't only study the meaning of a sentence or utterance but also the relevance between sentences in a context or discourse.

Furthermore, semantics deals with logic and language. As Palmer states (178), a sentence should contain a logical meaning or form, which can

be shown by the use of formal language using specialized symbols whose status is exactly the same as those of mathematics. As an example 'you'll be over'. The word order of the sentence is already correct. 'You'll be over' means that you will die. Exactly the announcer meant to say that it was the participant's problem, which would be over. By saying the word, however it seems as if the announcer wished the participant to die.

The mean value of syntactic errors is the same as that of semantic errors, -0.93. Even though the value is only 0.93, it is negative, which means unaccepted. For the audience, semantic and syntactic errors seem to be the crucial ones among the other errors.

Syntacs concerns with the ways the parts of sentence are combined together to form phrases or sentences (Radford 1). Placing the words in the wrong order will cause different meaning or may make the sentences have no logical meaning. For example 'you don't know nothing about Indonesia'. The words 'don't' and 'nothing' means negative. The combination of them creates a positive meaning. Therefore the sentence means 'you know something about Indonesia'. The sentence should say 'you don't know anything about Indonesia'.

Besides four semantic differential scales, there are also six questions on the questionnaire. The data on the scales have been presented, analyzed and interpreted. Hereafter the writer will do interpretation on the six questions.

The six questions consist of 2 open questions and 4 closed questions. The first question asks whether the respondents often listen to the

radio. There are 96.6 % or 29 respondents often listen to the radio. Only one respondent or 3.4% of the respondents rarely listen to the radio.

Second question asks what kind of program the respondents would like to hear from the radio. 73.3% or 22 respondents look for good songs, which most of them are English songs. The rest of the respondents, 26.4%, search for information.

In order to answer the next four closed questions, the respondents were asked to look at page two of the questionnaire. On this page there are some underlined errors in English and the correction on them. To convince the respondents, a part of conversation is listened to them.

The first closed question asks how good the announcer uses his English. This question is provided with 3 answers; less, enough, and good. Twenty-two persons or 73.3% of the respondents answered 'enough'. Seven respondents or 23.3 % answered 'less', and only one respondent or 3.4% chose 'good' as his answer. Most of the respondents think that the announcer's ability in applying his English in the program is enough.

The respondents were also asked to give their opinion whether the announcer's ability in using English may affect the radio station image on the second question. The options for the respondents to answer are 'yes' and 'no'. Three or 10% of the respondents answered 'no', which means that they think the announcer's ability does not affect the image of the radio station. 90% of the respondents or 27 person chose 'yes' as their answer because they believe that the announcer's ability does affect the radio station's image.
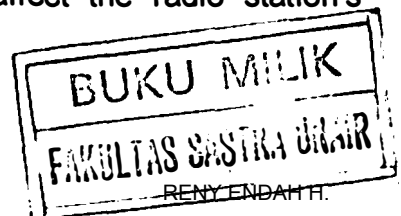
Since the announcer still makes errors in English, as seen on page two of the questionnaire, the third question asks about the image of the radio station; whether it is high, medium, or low. From the data 73.3% of the answers, given by 22 respondents, are 'medium', and 26.7% or 8 respondents answered 'high'. Since the announcer can't perform his English properly, most of the respondents judge that the image of Colors radio station is medium.

The last question says 'is it necessary for radio announcers to be able to use English properly?', with definite answer 'yes' and 'no'. From the data, 100% of the answers are 'yes'. Thus, all the respondents think that it is necessary for radio announcers to be able to use English properly.

The last closed-question represents the second statement of the problem. Therefore we can conclude that it is necessary for radio announcers to be able to use English properly. Otherwise, it will affect the radio stations' image. The radio stations may lose their audience and prestige. The worst thing that may happen to them is that they may also lose their existence.

As an addition, except concern about the announcers' performance, the radio station must consider the audience' position. Audience is more than just a public but they are also the market for radio stations (McQuail 10). In this case the radio stations must be able to fulfill the audience's need.

CHAPTER IV

CONCLUSION