

**SPEECH ERROR OF REPORTERS IN BREAKING  
NEWS ON METRO TV**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirement  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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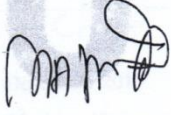
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## ABSTRACT

**Freddy Erta. 1202050438. "Speech Errors of Reporters in Breaking News on Metro TV" Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2019.**

The aim of this study is to describe the types of speech errors, the frequency of errors, the dominant error, and the causes of speech errors of reporters in breaking news Metro TV. The type of this research is qualitative. The data are the utterances containing speech errors. The researcher finds eight types of speech errors based on the theory of Clark and Clark. There are 179 speech errors uttered by eight reporters with the frequencies as follows: filled pause (77 or 43%), stutter (25 or 13,9%), silent pause (18 or 10,1%), interjection (14 or 7,8%), unretraced false start (13 or 7,2%), retraced false start (12 or 6,7%), slips of the tongue (12 or 6,7%), repeats (5 or 2,7%), correction (3 or 1,6%). The most dominant error is filled pause. The errors produced by reporters are caused by cognitive reason, anxiety and social reason. There are many speech errors committed by eight reporters which mean that reporters need to increase their ability in reporting the news smoothly and clearly.

*Keywords: reporters, speech production, speech errors.*

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Medan, Desember 2019  
The Researcher,

**Freddy Erta**  
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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Nowadays, language is very vital thing in life by considering that human is social beings. As social beings, human needs to communicate with each other to share ideas, information, emotions, and thoughts by using language. Language, as means of communication facilities us in making relationship and helps us in understanding everything around the world, including art and science. In addition, the role of language as a set of system consists of system of sound, a system of grammar and system of meaning in which we can put our creativity and invention.

Since language is very important, we must learn how to use it appropriately. One of the ways to communicate using language is by speaking. Speaking is more than sound flows from speaker's mouth, but it is a complex system which involves complicated choices related to selection and ordering of meanings, sounds, and larger units and arrangements. Speaking is actually not such a simple thing since it involves a complex process of thing about language aspects and skill. As it is stated by Rogers et al. (2010:1167), the capability to speak clearly involves the complex system of the brain which is not fully understood. In speaking, people not only expected to think how to deliver their message to others, but also how to produce their message clearly and smoothly. In speaking process, the speaker must have the messages to be transferred to the listener, so



that speaking and listening are two activities which seemed to be ordinary skills. When people speak, actually they arrange linguistic symbols in their mind and then produce them in the form of language by using their organs of speech. That is why we cannot separate with the process of thought.

Actually, speaking is not as easy as we think, especially when we want to speak about difficult thing. Thus, speakers must formulate a plan accurately before addressing a speech. In addition, speakers should plan where to start first. Therefore, in speaking activity, speakers should know about speech planning and execution. Planning is a process in speaker's mind to plan what speaker want to talk about. While execution is a process of uttering the segments, words, phrase based on speaker's plan.

In producing language, people strive for what we call with ideal delivery in uttering the words or sentences to listener or address to be understood well. However, in fact of reality some speakers fail to get ideal delivery and almost every speaker makes errors without realizing it. These errors are called common types of speech errors. Cowles (2011:161) defines speech errors as mistakes that speakers make when they intend to say one thing but something else comes out instead. According to Clark and Clark (1977:263), there are nine types of common speech errors, that are silent pause, filled pause, false start (untraced), false start (retraced), repeat, correction, interjection, stutted, slip of tongue.

Since speech errors occur in almost all of speakers, reporters who take part in live broadcasts such as TV or Radio also experienced it. Television broadcast is

more popular than radio since it includes audio visual which make it widely watched around the world. There are several channels provided in television, one of them is Metro TV. Metro TV has different concept than the other stations in Indonesia. It broadcast 24 hours a day, and focused news around the world.

If we take attention, the reporters who bring the news directly from the location we usually call field reporter. As we know, field reporters are usually engaged in direct gathering and communication of public information, usually primary information sources such as first person interviews, news conferences, and attendance at news events. Field reporters must be able to develop and locate their own sources of information. They must be able to work intermediately, usually reporters work under deadline pressure, and some must meet multiple deadlines in a day.

There are certainly eight breaking news with eight different field reporters. The researcher absolutely focused on the speech errors produced by those eight reporters. In the reports done by eight reporters of breaking news, it is seen that they frequently have problems of speech production-speech errors. The example of the problem can be seen in the following reports.

#### Example

Topic : Meski Sakit, BJ Habibie Masih Memikirkan Indonesia

Reporter : Wahyu Wiwowo

“**\*Ya,\*****\*Baik\***, Rory Asyari sudah bersama saya mantan ketua Mahkamah Konstitusi Jimly Asshiddiqie yang juga, [ee], cukup lama berdiskusi di its me

tentunya, dengan almarhum,[eee], me[\] presiden ke-3 Republik Indonesia BJ Habibie.”

From the piece of the report above, we can see that Wahyu Wiwowo starts the utterance by saying “ya” and “baik”, which is included to interjection and “eee” to think about what he want to say next in the sentence which called as filled pause. While he want say presiden there he take a mistake in the begin and changes corrected words to the right ones directly without repeating words before the corrected words is called un-retraced false start.

The errors made by speakers do not always create misunderstanding, but sometimes it just disturb the listeners’ hearing and speakers’ performance. For daily speaking, it does not become a problem, but for the reporters who take part in TV program which is watched by people around the world, it must be something disturbing.

## **B. Formulation of the Study**

The problems of the study are formulated as the following:

1. What are the types of speech errors committed by reporters in Breaking News Metro TV?
2. How often do reporters commit speech errors in Breaking News Metro TV?
3. What are the causes of speech errors that showed up in Breaking News Metro TV?

### **C. Objective of the Study**

1. To identify the types of speech errors committed by reporters in Breaking News Metro TV
2. To describe the frequency of each types of speech errors committed by reporters in Breaking News Metro TV
3. To describe the causes of speech errors produced by reporters in Breaking News Metro TV
4. The highest frequency of the speech errors committed by reporters in Breaking News Metro TV

### **D. The Scope and Limitation**

The scope of this study focused of analysis concerns with the common type of speech errors produced by field reporters in breaking news Metro TV, the frequency of the types of speech errors, and the causes of speech errors. The limitation analyzed speech errors produced of field reporters by using Clark and Clark theory. This study doesnt discuss about the tips to minimize the errors produced by the reporters.

### **E. The Significance of the Study**

#### a. Theoretically

Theoretically, the result of study expected to contribute on the development of discourse analysis study. And finding of the study expected to

improve knowledge on psycholinguistics and provide information about speech errors made by speakers, especially reporters in breaking news.

b. Practically

1. For english teacher, this research is expected to give knowledge about speech errors and as the source for teaching materials especially about speech productions.
2. For english student, this reasearch is very useful for those who interested in journalism,so they can avoid making errors while speaking
3. Other researcher, this research is expected to give more understanding to next researcher about psycholinguistics, speech production especially speech error.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In this chapter, a variety of theories dealing with this research will be explained, such as the theory of linguistics, psycholinguistics, competence and performance, speech, and sources of planning difficulties. Theories are very important because they will be used the basic foundation in conducting the analysis of this reasearch.

##### **1. Linguistics**

Linguistics can be defined as the scientific study of language. The scientific study of language is called Linguistics, while the people who focus their research on language are called linguists. The word linguistics derived from the Latin *lingua*, which means *language*. As Gleason and Ratner (1998:7) cites, linguistics is the study of language in its various language or of language in general. Language is a symbol of the arbitrer oral system worn by members of society language to communicate and interact with each others, based on a culture that they have together (Dardjowidjojo 2012:16).

Basically, linguistics concerned with the nature of language and communication. It is probable that people have been aroused with language and communication for thousands of years, yet in many ways we are only beginning to

understand the complex nature of this aspect of human life. According to Akmajian(2001:5) cites, “The field of linguistics, the scientific study of human natural language, is a growing and exciting area of study, with an important on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience, and artificial intelligence, among others, indeed, the last five fields cited, along with linguistics, are the key components of the emerging field of cognitive science, the study of structure and functioning of human cognitive processes.

## **2. Psycholinguistics**

Psycholinguistics is a field that combines methods and theories from psychology and linguistics to drive a fuller understanding of human language. From psychology, it inherits experimental methodology and a body of knowledge, about process in perception, memory, learning, problem solving and attention. From linguistics, it derives detailed descriptions of specific language, rigorous accounts of the shape of grammar and ideas about nature human language.

Psycholinguistics itself is included in macro linguistics, in n which this macro linguistics analyzes language by studying outer parts of language. Psycholinguistics is a hybrid discipline created out of the psychologist's interest in language and the linguist's interest in psychology. The major concerns of psycholinguistics are the psychological processes involved in encoding or speaking, in decoding or comprehending, and in acquiring language.

Some linguists have made their own definitions of psycholinguistics in different points of view: Harley (2001:1) cites, “ Psycholinguistics is a study of the process mental in use the language”. Therefore psycholinguistics is studies of the processes mental trodden by humans in they speaks.

Aitchinson (2003:12) explain that psycholinguistics is a branch of the study which combines the disciplines of psychology and linguistics. It is concerned with the relationship between the human mind and the language as it examines the processes that occur in brain while producing and perceiving both written and spoken discourse. How people process this phenomenon in their brain is not only about the description of producing and perceiving language but about description of what they have learned as background knowledge to interpret.

According to Gleason and Ratner (1998:3) state that psycholinguistics or the psychology of language is related to the discovering the psychological processes in which humans acquire and use language. While Clark and Clark (1977:4) state that Psychology of language is discussed three major concerns: comprehension, speech production, and acquisition.

a. Comprehension

Comprehension discusses about how people understand spoken and written language. This is a broad area of investigation that involves srutiny of the comprehension process at many levels, including investigation of how speech signals are interpreted by listeners (speech perception), how the meanings of words are determined (lexical access), how grammatical structure of sentence is

analyzed to obtain larger units of meaning (sentence processing) and how longer conversation or texts are appropriately formulated and evaluated (discourse).

#### b. Speech Production

Speech production is about how people produce language. This major learns speakers' mistakes (speech errors) and form breaks in the ongoing rhythm of connected speech (hesitation and pausal phenomena or speech dis-fluencies). In producing a speech, there are two possibilities happen; they are ideal delivery and speech errors.

##### 1) Ideal Delivery

A correct way of executing a sentence is simply a definition of the IdealDelivery, in which a sentence can be delivered without any errors. People can fully master what they want to say and execute it perfectly, that is the way they are giving an ideal delivery. In this speech production, the ideal delivery is the focus, with other words, It has become the central importance of this study. These theories explain that human beings strive for the ideal delivery and each deviation leads to something that has gone along with the violation of planning or execution. In the ideal delivery, almost all types of clauses are executed in a single fluent speech train under the smooth intonation contour.

According to Clark and Clark (1977:267), there are three hesitations points at which speakers are liable to stop planning:

a) Grammatical Junctures

Grammatical Junctures is the logical place to stop and to plan the sentence's skeleton and the first constituent of the upcoming sentence. Pause at these junctures to be long and frequent.

b) Other constituent boundaries

Within sentences these boundaries are appropriate place to stop and to plan details of the next major constituent. This stopping place typically marked by a filled pause.

c) Before the first content word within a constituent

This stopping place, like the previous kind gives speakers time to plan the very next major constituent. It is typically marked by a silent pause or by a repeat of the beginning of the constituent.

From the three hesitation points above, it can be found that in ideal delivery, Grammatical juncture is the only place in sentence where speakers may pause to take a breath before continuing the sentence without interrupting fluent speech. Besides, there is another obligatory pause that is called conventional pauses that serves a specific linguistics purpose. Language has long been designed like this may take a breath without making interruption of fluent speech, meaning that the speaker may stop in a moment to take a breath in his or her precise clauses to allow the right conception of his clauses to the listeners. In the ideal delivery, the speaker may breathe at Junctures but not within the clauses.



Ideal delivery itself has following characteristics. The execution of every clause junctures needs an amount of time. Every single clause may vary little from one execution to another next execution and each pause which shows up within clause are obligatory. Ideal delivery can be frequently heard in the speech of actors, newsreaders, orators, politicians. They can produce all types of utterances in a fluent and smooth intonation.

Clark and Clark (1977:267) also add that there are two possible places which enable a speaker to do pauses. The first is at grammatical junctures, and the second is within a phonemic clause stretches of speech spoken under one intonation contour between two successive grammatical junctures.

## 2) Speech Errors

Speech errors are some errors made in the process of speech production which occur regularly in normal conversation so that speech errors are the opposite of ideal delivery. All of us have experienced, either as speakers or hearers, utterances that seem to have gotten mixed up on their way out. Such errors in speech production are called speech errors. Gleason and Ratner (1998:312) cites, "When we think in words, the thoughts come in grammatical form with subject, verb, object, and modifying clauses falling into place without our having the slightest perception of how the sentence structure is produced." Although it was basically correct, it is not always that the thought come in correct grammatical form or that we always select the right words to express the meaning we wish to convey.

Speech error can be caused by slip of the tongue or tongue-slip and some other used the term speech dis-fluencies to call this errors. Speech errors are also known as speech dis-fluencies. Gleason and ratner (1998:313) define, “speech dis-fluencies as the speakers’ utterances with the characteristics of hesitations, repetition, false start and filter words such as um, well, or you know which can occur every five to eight words and assumed to provide valuable insights into the unit of speech production and permit the evaluation on how much speech is mentally planned in advanced of its production speech.

According to some experts, there are some patterns of speech errors. That are, Dardjowidjojo (2012:147) difine speech error can be caused by slip of the tangue or aphasia. First, speech errors occur caused we do not produce speech that we actually desire. Secondly, aphasic errors caused of our brain distracted so that we are not able to speech we desire.

### c. Acquisition

Acquisition, it is how people learn language. The major focus in this domain has been on how children acquire a first language (developmental psycholinguistics). There are several processes that must first be acknowledged by psycholinguist who wishes to understand how a sentence is processed. As mentioned by Gleason and Ratner (1998:8) the processes are :

- 1) The sounds of the message must be isolated and recognized.
- 2) The words must be identified and associated with their meanings.

- 3) The grammatical structure of the message must be analyzed sufficiently to determine the roles played by each word.
- 4) The resulting interpretation of the message must be evaluated in the light of past experience and current context.

### **3. Competence and Performance**

Competence is personal ideal knowledge of a language, while performance is the specific way in which it is used. Gleason and Ratner (1998:6) state that languages do not vary infinitely, there appear to be constraints on the nature of possible linguistic rules that reflect the nature of human cognition. It is important to analyze language in its form which is isolated from its social context as stated by Halliday (2007:205) that in philosophical linguistics, language is isolated from its social context and studied in an idealized form, with a sharp boundary bound drawn between the system and the use of the system as what Chomsky called 'competence' and 'performance'.

Of course, competence, demands and performance are related. However, competences are properties of persons while demands are properties of problems. While a demand requires a competence to fill it, the relationship is not a one to one relation. For example, the demand "add two natural numbers" may be met by adding mentally, by adding with the help of paper and pencil or by operating a pocket calculator. Similarly, when a performance of a person is observed, it is not obvious what underlying competences have contributed to the solution.

One of the major distinctions made in psycholinguistics is that between performance and competence. Performance refers to the actual speaking and comprehending processes, which are influenced by such factors as fatigue, attention, and memory. Language competence is the knowledge of a language that enables speakers to construct, or encode, and to understand, or decode, sentences. Another early distinction made in psycholinguistic models was that between deep and surface structures. Basically, the surface structure of a sentence is close to what is spoken and heard, it is similar to the sentence as performed. Deep structure, however, represents the meaning elements and their relationships and is a level of the sentence that is postulated to account for a wide variety of language phenomena. Real speakers produce utterances, containing many or few blemishes, in real situations and for a purpose. The language learner is faced with the problem of filtering out on the basis of nonnative intuitions what is pertinent and what is not in order to extend his knowledge of the system which underlie performance. This means being attentive not only to what is said and what is not said, but also to the actions and intentions of the persons involved and the situation in which communication takes place.

#### **4. Speech**

Speech is productive language skill which includes a mental process, that according to Sahaan stated. This means that is a psychological process where a

speaker puts a mental concept into linguistic form, such as word, phrases, and sentences used to convey a message to a listener.

As Siahaan (2008:94) cites, “A spoken utterance is mental concept turned by a speaker in speaking”. It means that the speech production is where speakers change their mental concept into their spoken utterances to convey a message to their listeners in the communicative interaction. When we pass through this process, we may hesitate a lot and get into the position of being anxious what to say next after the first utterance. Even though what we are going to say is in our mind, but we may produce speech errors in our speaking. Thus these speech errors are called “Common Speech Errors” by Clark and Clark (1977:268). Common types of speech errors are:

a. Silent Pause

A period of no speech between words can be called silent pause. Speed of talking is almost wholly controlled by the sum of such pausing. Aitchison (1998:238) in Dardjowidjojo (2012:143), in speaking, pause for taking breathe neither need more time it is only about 5%. People who speak slowly hesitate a lot and when they speed up their rate of words, they do it by eliminating the pauses, not by shortening the words. According to Clark and Clark (1997:262), fast speakers are fluent because they do not hesitate much, and slow speaker are not as fluent because they hesitate a great deal. This kind of speech error silent pause is usually symbolized by [ // ].

For example : - Wrap up the // food!

- Let's make some // cookies!

b. Filled Pause

The next type of speech error is filled pause. The period of no word between the speeches is filled up by the expressions such as “er”, “ah”, “mm”, “uh”, or any others that fill the gap when the speaker is speaking. This second type of speech error is symbolized by [...]

For Example : - Wrap up the, ah, the food!

- Let's make some, er, cookies!

c. Repeats

This must be the third type of speech errors. Repeats occur when the speakers repeat one or more words in an utterance. When people talk very fast and spontaneously, this kind of speech errors will happen. Repeats can be symbolized by [ / ].

For example : -Wrap up the food / the food!

- Let's make some cookies / some cookies!

d. Retraced False Starts

Retraced false starts are another type of speech errors. They can simply mean the corrections of a word. It also includes of one or more words before the corrected words. This kind of error is symbolized by [\]

For example : - Wrap up the drink \the food!

- Let's make some bread \ cookies!

e. Unretraced False Starts

The next type of speech errors is unretraced false starts. Something that makes them different is that unretraced false starts do not include the repetition of one or more words in a sentence before the words that are being corrected. There is no repetition of the words before the corrected words. What we are to do is correct the corrected words to the right ones directly. This type of errors is usually marked by [\\].

For example : - Wrap up the drink \\ food!

- Let's make some bread \\ cookies!

f. Corrections

The category of speech error that is called corrections is quite similar to false starts. Something that makes them different is that corrections contain an explicit “I mean”, “or rather”, or “that is”, or “well” to mark the phrases as a correction. Corrections occur when the speaker's better utterances to say and then the corrections they make take over the place of previous words, which are considered to be misplanned. This type can be marks when they are breaking their speech. Corrections are symbolized by [-]

For example: - Wrap up the drink - I mean, the food!

- We all like her - that is Britney Spears.

g. Stutters

Stutters occurs as abnormal hesitations, repetitions, and prolongations that may be accompanied by gestures, grimaces, or other bodily movements

indicating a struggle to speak, blocking of speech, anxiety, or avoidance of speech. It is a disorder, which we have all heard and recognized, or perhaps even experienced before, it's the most frequent type of fluency disorder.

The types of disfluencies in stuttering may also be different. Sound or syllable repetitions, silent "blocks", and prolongations (unnatural stretching out of a sound) and facial grimaces (tics) can be presented. Stuttering has a strong genetic link. People who stutter are very likely to have inherited their "stuttering potential" or "stuttering predisposition" from their mother, father, grandmother or grandfather, with 50 to 75% of people who stutter having at least one relative who also stutters.

a) Repetition

1. of sounds (b-b-b-ball)
2. of syllables (da-da-daddy)
3. of parts of words (foot-foot-football)
4. of whole words (pa-pa-paper)
5. of phrases (how old- how old- are you?)

b) Prolongation, vowel or consonant in a word is lengthened (rrrrr-rabbit, mmmm-me too, aaaaask him).

c) Blocks, periods of silence- person seems unable to make a sound, attempting to force words out with their mouth open or lips closed firmly (she---'s here, r ---- ub it out).



- d) Pitch and loudness rise, the person repeats and prolongs sounds/words, the pitch and loudness of his/her voice increases.
- e) Tremors, uncontrolled quivering of the tongue or lips as the person repeats/prolongs sounds.
- f) Avoidance of talking, unusual number of pauses- substitutions of words, etc.
- g) Fear, as the person approaches a word that gives him/her trouble, he/she may display expressions of fear; they may become upset and say things like “My words won't come out” or “I can't say it”.
- h) Irregular breathing most often heard when the person begins sentences/phrases, speech may occur in spurts as the person struggles to keep airflow and voice sounds flowing.
- i) Embarrassment, the person will have a sense of shame because of their inability to produce a word causing the person to avoid some conversations altogether (they may wait for another person to answer the phone all the time, or they may walk around a store looking for something for an hour instead of just asking an employee where to find a product).
- j) Related behaviors foot tapping, eye blinks, head turns, etc. to try and avoid stuttering.
- k) Variability in stuttering behavior depends on the speaking situation, the communication on partner, and the speaking task (the person who

stutters might have an easier time talking to a speech- pathologist in an enclosed office than in a classroom among his/ her peers, or they will be able to sing fluently but stutter when talking to a friend).

#### h. Interjections

Interjections are words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjections are usually placed at the beginning of a sentence. They have no grammatical connection to the sentence in which they occur, therefore, interjections may stand alone. In addition, if an interjection is mild, it is followed by a comma.

If it is strong, it is followed by an exclamation point. In no instance should an interjection with a comma or exclamation point be followed by a period or comma respectively. Examples include words like: Oh, Darn, Hey, and Well. The following are two examples of the proper usage of interjections in sentences.

- Well, I suppose I should stay home and study this weekend.

- Darn! I broke my fingernail.

#### i. Slip of The Tongue

Slip of the tongue is one type of speech errors. They are usually symbolized by[→]. Slips of the tongue is one of the common speech errors as Scovel (1998:31) states that slip of the tongue or typographical mistakes are normal, everyday occurrences which pervade our speaking and our writing.

- a) Anticipation is when a speaker intends to say 'take me to ride," but says instead "take me to tide," anticipating the "p" at the beginning of "ride" in the speaker's pronunciation of "take."
- b) Perseveration is the opposition of anticipation.  
e.g. Take me to ride → take met to tide
- c) Reversal is two segments are interchanged. Reversal happened in two syllables.  
e.g. lighter→ tighler
- d) Blends are the speaker mixes two words together taken the first half of one and the second half of other.  
e.g. Boys and Girls → Boris
- e) Haplologies are the speaker leaves out a short stretch of speech.  
e.g. unanimity → unamity
- f) Misderivations are the speaker somehow attaches the wrong suffix or prefix to the word.  
e.g. enjoyment → enjoity
- g) Word Substitution is the speaker produces a word that is wrong, but typically related either semantically or phonologically to the word intended.  
e.g. My sister went to the Grand Canyon → The Grand Canyon went to my sister.

Table 2.1. The common types of speech errors are listed as follows:

NO	Common Speech Errors	Symbols	Examples
1	Silent Pause	//	Throw away the // rubbish!
2	Filled Pause	,....,	Throw away the, <i>ah</i> , food!
3	Repeats	/	Throw away the rubbish / the rubbish!
4	Retracted False Starts	\	Throw away the rubbish / the food!
5	Unretracted False Starts	\	Throw away the rubbish \  food!
6	Corrections	—	Throw away the rubbish – I mean, the food!
7	Stutters	----	Throw away the r-r-r-rubbish!
8	Interjections	*....*	Throw away *ah* rubbish!
9	Slip of the tongue	→	Throw away → Get away the rubbish!

## 5. Sources of Planning Difficulties

### a. Cognitive Difficulty

Every speaker has different responses when they tried to produce between concrete and abstract words. Cognitive difficulty might be presumed as the first source of speech planning difficulty is quite hard to explain those things because it will of course take longer time to pick appropriate words to express the objects that are going to be explained.

For example, when someone is asked to describe something, there are more hesitations scattered through the explanations than through the descriptions and right words to express it. At the level of word selection, hesitation should appear when the speakers difficult to find the right word.

#### b. Social Factors

The next source of speech planning difficulty is social reasons. Actually two social reasons here that are going to be described, there are situational anxiety and social circumstances.

##### 1) Situational Anxiety

When people talk about topics they are anxious about, they tend to produce more silent pauses and other speech errors. Speakers become tense and their planning and execution become less efficient. Another possibility is that what people talk about when they are anxious is simply more difficult cognitively. It may be very difficult to verbalize the abstract anxiety states they want to express, and so they spend more time planning, groping for just the right words. Under this alternative the anxiety pause have the same source as the pause of any other cognitively difficult talk.

##### 2) Social Circumstances

Under a press of conversation, speakers must make clear when they still have something to say. Speakers must make a clear when they still have something to say and when they are finished. If they hesitate too long at any point, someone else may take over the conversation. In this way, the

speakers should make clear when they want to convey from the beginning to the end without any hesitation.

## **B. Relevant Studies**

Numerous studies that related to this research had been conducted before. The first, 'Analysis of Speech Errors in Talk Indonesia Program on Metro TV' written by Lidya Volvariety in 2013. This study deals with analysis of speech errors in Talk Indonesian program on Metro TV. The objectives of this study were to analyzed speech errors made by interviewer and commentators in the program, cause audience didn't realized it during the program took place. In the research, analysis headed to the observation kind of speech error were made by interviewer and commentators during a few minutes in sessions of the program. From the result of the analysis concluded that kind of speech error were made by interviewer and commentators is 246 time, and the most speech error is filled pause. Every speech errors conducted by interviewer and commentators in talk show program were different from each other. It is influenced by a factor in particular like cognitive difficulty and social factor.

Second, 'A Psycholinguistic Analysis of Speech Errors Produced By Main Characters in Finding Nemo Movie' written by Wahyu Pamuji in 2010. This research is a psycholinguistic study of the speech errors produced by main characters in finding Nemo movie. This research employs a descriptive qualitative

research. The findings of this research show that there are 203 data of speech errors produced by main characters in Finding Nemo movie.

Based on the both research above, those have difference focus on the research, although the researcher concerns the same object that is speech errors. The difference between the first and the second research took news program and movie radio as the subject, in this research used breaking news as the subject. As we know that breaking news presents the up to date news around the world. Breaking news must delivered live from the location which is different with the other news program.

### **C. Conceptual Framework**

Speaking and listening are two activities of human being that are sometimes included as basic activities in communication. These activities have become the observation of psychologist purposed for mental activities. In speaking, we can freely deliver our ideas into words and expresses our feeling and way of thinking. Whilein listen to everyone's ideas, we can get information to shape up our way of thinking, and make up our ideas through the words.

In speaking, people can convey some ideas, knowledge, and information. As the theory of Clark and Clark, that is show up to be devided into two types of activity planning and execution. Here the conceptual framework was described in some processes of how speech is planned and executed as explained by Clark and Clark. In rough outline the process will simply look like this:

1. Discourse plans. The first step for the speakers is to decide what kind of discourse they are participating in. It is the case that they are telling a story, conversing, with other people, giving instructions, describing an event, or making a pledge. Each kind of discourse has a different structure, and they must plan their utterances to fit. Each utterance must contribute to the discourse by conveying the correct messages.
2. Sentence plans. Given the discourse and their intention to produce a sentence with the correct message, speaker must select one that will do this. They must decide on the speech act, what to put as subject, and given and new information, and what to subordinate to what. They must also decide how they want to convey their message directly, by means of the literal meaning of a sentence, or indirectly, by means of irony, understatement, or other indirect rhetorical devices.
3. Constituent plans. Once the speakers decide on the global characteristics of a sentence, they can begin planning its constituents. For this they must pick the right words, phrases, or idioms to inhabit each constituent and put them in the right order. Although they may have planned the global form of a sentence, they normally select specific words only phrase by phrase.
4. Articulatory program. As specific words are chosen, they are formed into an articulatory program in a memory buffer capable of holding all the words of a planned constituent at once. It contains a representation



of the actual phonetic segments, stresses, and intonation pattern that are to be executed at the next step.

5. Articulation. The final step is to execute the contents of the articulatory program. This is done by mechanism that add sequence and timing to the articulatory program, telling the articulatory muscles what they should do. This step results in audible sounds, the speech the speaker intended to produce.

This research focused on speech errors of reporters in Breaking News on Metro TV. In this study, researcher will analyze the errors produced by eight different reporters from different breaking news in Metro TV. The kinds of speech disfluencies or speech errors can be identified by using the theory of Clark and Clark. The theory divides errors into nine types, they are; silent pause, filled pause, repeats, un-retraced false starts, retraced false starts, corrections, interjections, stutters, and slips of the tongue or tongue-slips.

By downloading the eight breaking news videos from the index of Metro TV's website and having the transcription of the utterances of the reporters as the data, researcher then will analyze the script based on the theory of Clark and Clark as what have been written above to find out the types of the errors produced by eight different reporters and to find what is the most frequent error produced made by the reporters.

## **CHAPTER III**

### **METHOD OF RESEARCH**

This chapter presents five points of conducting the research, they are : research design, source of the data, techniques of collecting data and techniques of analyzing data.

#### **A. Research Design**

This researcher employs the descriptive qualitative research in conducting this research. It is called descriptive qualitative research, because it just collect the data, classifies the data, and then analyze them and the researcher draws conclusion about the data as the end of it. Moleong (1995:6) cites, “Descriptive qualitative is a type of research which results the descriptive data in the form of written or oral words from observed object or the data source. In this research, the researcher want to describe speech errors which occur in breaking news Metro TV, the frequency of each type in speech errors, and the sources of speech errors that occurred.

#### **B. Source of the Data**

The data in this research are the sentence containing speech error made by eight reporters in breaking news Metro TV. The sources of data are eight breaking

news programs taken from the different reporters in different breaking news. The breaking news videos were downloaded from the index of Metro TV's website.

### **C. Techniques of Collecting Data**

Researcher applies documentation technique in collecting the data. The documents are eight breaking news videos of reporters and its transcripts. In collecting the data, researcher commits several steps bellows:

1. Downloading the eight breaking news videos from Youtube.
2. Watching the videos and transcribing the utterances of the reporters.
3. Every utterance containing speech errors in breaking news were notated by numbering.

### **D. Technique of Analyzing Data**

In analyzing the data, researcher applies the theory of Herbert H. Clarck and Eve V. Clarck. Researcher analyzed the data by adopting some steps as follows:

1. Researcher analyzed the kinds of errors and groups the errors made by reporters into nine types of speech errors.
2. Researcher states the frequency of each type of errors and the dominant of the speech errors in the data by counting the percentage of speech errors to look the dominant occurrence based on Bungin's Theory.

(Bungin 2001:189)

The formula is:  $n = \frac{fx}{N} \times 100\%$

$n$  : percentage of one kind speech errors

$fx$ : individuals frequency (one kind of speech errors)

$N$  : number of occurrence (all kinds of speech errors)

3. Researcher describes the source of errors.

## **CHAPTER IV**

### **DATA ANALYSIS, FINDINGS AND DISCUSSION**

#### **A. Data Collection**

The data were collected from the script of reporters speech in breaking news on Metro TV. The script was taken by downloading video from internet. Firstly, analyzes the data to investigate the types of the speech errors appearing in breaking news Metro TV committed by eight reporters by Wahyu Wiwoho, Najla Hilabi, Andromeda Arizal, Naufal Noorosa, Firdaus Sitompul, Isfan Harun, Soza Hutapea, Lis Pratiwi. The next step, counts the frequency of each type of the speech errors by using certain formula. And the last, presents the sources why those speech errors probably happen. The data was analyzed based on the theory of common speech errors by Clark and Clark.

#### **B. Data Analysis**

After Collecting the data, the data was classified based on Clark and Clark (1997:263) common speech error, there are nine types of the speech errors: silent pause, filled pause, repeat, untraced false start, retraced false start, correction, interjection, stutter and slip of the tongue.

##### **1. Types of Speech Error**

In analyzing will not present all of the data to be analyzed in this chapter, but it will only take some of them. For example, if there are 77 utterances

produced by eight reporters dealing with filled pause, researcher will only take 1-5 utterances to be analyzed, because it can represent the analysis of the whole utterances, we can say that the analysis will be the same. The list of the data is enclosed in the appendix. The researcher finds 9 types of the speech errors, the 9 types of the speech errors as follows:

a. Silent Pause

Among the eight reporters, the researcher finds 18 utterances committed by six reporters dealing with silent pause, each of them are Wahyu Wiwoho 5 utterances, Najla Hilabi 4 utterances, Naufal Noorosa 1 utterance, Firdaus Sitompul 3 utterances, Isfan Harun 1 utterance, Soza Hutapea 4 utterances. Some of the utterances containing silent pause errors and the analysis are presented below:

- 1) Dimana sesuai jadwal juga bahwa nantinya presiden joko widodo akan menerima [//] disana
- 2) Dan nantinya Zackia ketika di taman makam [//] pahlawan kalibata
- 3) berdasarkan informasi yang kami pantau, hingga sampai saat ini [//] stasiun tanah abang belum dibuka bagi masyarakat umum.
- 4) terjadinya penumpukan kereta baik yang akan memasuki [//] stasiun tanah abang ataupun yang akan keluar dari stasiun tanah abang.

In the first utterance (1) above, showed that Najla Hilabi utters *menerima*, she stops or pauses for a moment before continuing to the next word *disana*. The

same thing also happen in her second utterance (2), after uttering *di tamanmakam*, she stops or pauses for a while before moving on the next word *pahlawan*.

The same case also happens in the last two utterances by Firdaus Sitompul. In his utterance (3) Firdaus stops or pauses for a while between two words *ini* and *stasiun*, while in the next utterance (4), after uttering *memasuki* he also stops for a while before going on to the word *stasiun*.

#### b. Filled Pause

There are eight reporters who commit 77 utterances dealing with filled pause. The analysis of this errors are presented below:

- 5) Namun perlu diketahui juga ini akan terus kami pantau terlebih lagi karena, [ee], pihak kepolisian juga telah mencari sample DNA dari empat korban ini
- 6) karena empat korban lainnya ini masih belum teridentifikasi mengenai siapa, [ee], sebenarnya korban ini
- 7) saya berada di, [ee], depan markas brimob yang berada di kawasan spondol semarang
- 8) Tetapi widya, [eee], yang dapat kami sampaikan adalah bahwa disini kami seluruh awak media tidak bisa masuk kedalam karna bisa anda lihat sendiri di bagian penjagaan pos ini juga sudah sangat dijaga dengan ketat dan juga area ini sudah di sterilisasi seperti itu.

The example above presents the two utterances of Andromeda Arizal which contain filled pause. In the first utterance (5), after Andromeda says *Namun*

*perlu diketahui juga ini akan terus kami pantau terlebih lagi karena*, he stops for a while and fills the stop by saying *eee*, before continuing to *pihak kepolisian juga telah mencari sample DNA dari empat korban ini*. In this utterance, there is a gap between *Namun perlu diketahui juga ini akan terus kami pantau terlebih lagi karena* and *pihak kepolisian juga telah mencari sample DNA dari empat korban ini*, which is filled by the filler *eee*. The second utterance of Andromeda Arizal (6) show the same thing. When he says *karena empat korban lainnya ini masih belum teridentifikasi mengenai siapa*, there is also a gap which is filled by the same filler *eee*, before moving to *sebenarnya korban ini*.

Not only Andromeda Arizal, but also another reporter Naufal Noorosa commits filled pause. His utterance (7) shows that there is filled pause. After uttering *saya berada di*, he utters filler *eee* before moving to the next words, *depan markas brimob yang berada di kawasan sronдол semarang*. In his second utterance (8), he says *Tetapi widya*, which is followed by the same filler *eee* before saying the next words, *yang dapat kami sampaikan adalah bahwa disini kami seluruh awak media tidak bisa masuk kedalam karna bisa anda lihat sendiri di bagian penjagaan pos ini juga sudah sangat dijaga dengan ketat dan juga area ini sudah di sterilisasi seperti itu*.

### c. Repeat

In this research found 5 utterances by four reporters dealing with repeat error. The data presented below:



9) yang membuat terganggunya jadwal komuter lain di stasiun tanah [/] tanah abang

10) Namun pada sejak malam tadi begitu gempa terjadi di lokasi ini [/] ini ada dua kelompok masyarakat yang menghuni kawasan di huntara desa sumber jaya ini.

The first utterance (9) is Firdaus Sitompul's utterance. He says *yang membuat terganggunya jadwal komuter lain di stasiun tanah [/] tanah abang*. The utterance above contains a repetition of the word *ini*. He says *ini* and then he repeats it again for twice. This is what called as repeat error. It actually does not need an action of repeating, he just need to utter *yang membuat terganggunya jadwal komuter lain di stasiun tanahabang* without any repetition of word *tanah*.

In the second utterance (10), Lis Pratiwi commits repeat error too. She repeats a word *ini* in *namun pada sejak malam tadi begitu gempa terjadi di lokasi ini [/] ini ada dua kelompok masyarakat yang menghuni kawasan di huntara desa sumber jaya ini*. The repetition of *ini* actually does not necessary to be said.

#### d. Retraced False Start

The data of the retraced false start appearing in eight breaking news programs are 12 utterances. Some of them are presented below:

11) Dimana pemberhentian tersebut karena sempat [ \ ] tadi sempat

12) Wahyu terkait identitas dari kelompok yang melakukan aksi unjuk rasa dan ricuh sepanjang hari ini di lokasi brigjen katamso sampai saat ini kami belum mengetahui identitasnya berasal darimanakah

kelompok ini dan pihak kepolisian baik dari TNI juga [ ] ini juga belum mengetahui dari mana sebenarnya asal dari kelompok ini.

The data (11) above presents the retraced false start committed by Firdaus Sitompul. The utterance *dimana pemberhentian tersebut karena sempat [ ] tadi sempat*, there is an addition of word *tadi* in this error and a repetition of word *sempat* after the additional word.

The second data (12) by Soza Hutapea shows the same thing. In her utterance *wahyu terkait identitas dari kelompok yang melakukan aksi unjuk rasa dan ricuh sepanjang hari ini di lokasi brigjen katamso sampai saat ini kami belum mengetahui identitasnya berasal darimanakah kelompok ini dan pihak kepolisian baik dari TNI juga [ ] ini juga belum mengetahui dari mana sebenarnya asal dari kelompok ini*, she addition a word *ini* and repetition of word *juga* after the additional word.

e. Unretraced False Start

From the data finds 13 utterances dealing with unretraced false start in eight breaking news. Those 13 utterances come from seven reporters. Some of them are presented below:

13) saat ini pihak stasiun tanah abang masih menjaga keamanan karena tak [ ] ditakutkan kembali terjadinya kerusuhan

14) kegiatan negosiasi dan juga mak [ ] aksi unjuk rasa yang mereka lakukan sepanjang hari ini.

The utterance (13) *saat ini pihak stasiun tanah abang masih menjaga keamanan karena tak [\\] ditakutkan kembali terjadinya kerusuhan*, presents the unretraced false start. In the utterance Firdaus Sitompul says *tak* and then he changes it by uttering the complete word, *ditakutkan*. This correction error without any repetition of another word is called as unretraced false start error.

The data (14) above also present the existing of unretraced false start error. It happens when Soza Hutapea says, *mak* and changes it by uttering *aksi* in her utterance *kegiatan negosiasi dan juga mak [\\] aksi unjuk rasa yang mereka lakukan sepanjang hari ini*. It is a kind of unretraced false start error.

f. Correction

Among the data research of nine types speech error, correction errors were the little frequency. In this research find 3 utterances by three reporters dealing with correction error. The data are presented below:

15) keluarga yang hendakmengalami [-] maksud kami keluarga korban yang merasa kehilangan bisa langsung datang ke rumah sakit thamrin ini

The utterance (15) above present the correction error committed by Andromeda Arizal's. The utterance *keluarga yang hendakmengalami [-] maksud kami keluarga korban yang merasa kehilangan bisa langsung datang ke rumah sakit thamrin ini*, we can see that Andromeda Arizal firstly says *keluarga yang hendak mengalami* and before he correction errorwith the correct utter he says *maksud kami* and than the correct utter*keluarga korban yang merasa*.

g. Stutter

There are some stutter errors existed, the total errors existed in eight breaking news Metro TV are 25 utterances. The two of them are presented below:

16) juga sudah **ada-a-a[Stutter]** sejumlah mobil pemadam kebakaran yang masuk kedalam markas dan juga ambulance.

17) Seperti tadi dilihat di layar kaca anda ini merupakan salah satu bangunan rumah **di-i-i[Stutter]** desa panjang jaya kecamatan mandalawangi yang bagian dinding tembok rumah tepatnya di bagian kamarnya runtuh

The first utterance containing error is from Naufal Noorosa's utterance (16). He says *juga sudah ada-a-a [Stutter] sejumlah mobil pemadam kebakaran yang masuk kedalam markas dan juga ambulance*. The stutter happens because he speaks rapidly the sound *a* in the end of word *ada* for many times.

The data (17) is also same as the data (16). Isfan Harun commits a stutter error. It happens when he utters *Seperti tadi dilihat di layar kaca anda ini merupakan salah satu bangunan rumah di-i-i[Stutter] desa panjang jaya kecamatan mandalawangi yang bagian dinding tembok rumah tepatnya di bagian kamarnya runtuh*. The stutter error happens because of the prolongation word *di-i-i*.

h. Interjection

In this research finds 14 interjection errors. Those 14 interjection errors are uttered by seven reporters. Two of the data are presented below:

18) **\*Ya\***[**Interjection**] jadi kalau sebagai orang yang dekat kemudian sering berdiskusi

19) **\*Ea\*** [**Interjection**] untuk dirumah sakit thamrin sendiri yang tentu kami pukul pasti ada 31 namun kami akan memberikan informasi lebih lanjut lagi mengenai jumlah kepastian dari rumah sakit rumah sakit lainnya. Namun rumah sakit bumi asih sendiri ada sekitar 1 orang korban yang mengalami beberapa luka lainnya yang dirawat dirumah sakit lain.

The examples of interjection are presented in data (18) and (19) above.

The data (18) is Wahyu Wiwoho utterance. When he says, *Ya, jadi kalau sebagai orang yang dekat kemudian sering berdiskusi*, he starts the utterance by saying *ya*, as the filler and starts uttering words. Move to the next data (19), the case also same. We can see that there is interjection too in Andromeda Arizal's utterance. He starts the speech by the filler *ea*, before uttering *untuk dirumah sakit thamrin sendiri yang tentu kami pukul pasti ada 31 namun kami akan memberikan informasi lebih lanjut lagi mengenai jumlah kepastian dari rumah sakit rumah sakit lainnya. Namun rumah sakit bumi asih sendiri ada sekitar 1 orang korban yang mengalami beberapa luka lainnya yang dirawat dirumah sakit lain.*

#### i. Slip of The Tongue

In this research finds 12 slip of the tongue. The 12 utterances containing slip of the tongue uttered by five reporters. Some data of slip of the tongue are presented below:

20) Namun terkait dengan satu sekolah rusak tersebut kami belum dapat memastikan apakah sekolah tersebut di liburkan atau memang pada kegiatan sehari-hari pada diakhir **pekar**[**Slip of the Tongue**] ini

21) namun sampai **daat** [**Slip of the Tongue**] ini kami belum menerima informasi bagaimana hasil intograsi dari orang yang diamankan tersebut.

The data (20) uttered by Isfan Harun, *Namun terkait dengan satu sekolah rusak tersebut kami belum dapat memastikan apakah sekolah tersebut di liburkan atau memang pada kegiatan sehari-hari pada diakhir **pekar**[**Slip of the Tongue**] ini* shows that he makes a mistake by uttering *pekar* that must be *pekan*. The second data (21) shows that Sosa Hutapea is also make a mistake in pronouncing the word. It happens when she utter *namun sampai **daat** [**Slip of the Tongue**] ini kami belum menerima informasi bagaimana hasil intograsi dari orang yang diamankan tersebut*. The word *daat* should be changed to *saat*.

### C. Research Findings

After analyzed all the data for the nine types of speech error were realized in breaking news on Metro TV. The frequency of each type of speech errors is different and the frequency of common speech error uttered by eight reporters is also different. The frequency of speech errors elaborates by referring to the theory of bungin's theory (Bungin 2001-189). This theory is used to count the frequency

of each type of speech errors of eight reporters in breaking news Metro TV. The finding were presented below.

Wahyu wiwoho commits the total utterances containing speech error are 28 utterances. Filled pause is located in the first place of dominant error, the total utterances containing filled pause are 9 (or 32,1% of his whole speech errors), silent pause, stutter, have the same frequency, they are located in the second place of his whole speech errors, he commits 5 utterance each of them (or 17,8%), the next are slip of the tongue with 3 utterances (or 10,7%), and the last position is unretraced false starts (1 or 3,5%).

Najla Hilabi commits all utterances containing speech error are 36 utterances. She commits 22 utterances of filled pause as the dominant error (or 61,1%), then followed by stutters in the second position (6 or 16,6%), the third position are silent pause (4 or 11,1%), and the last position are retraced false, unretraced false, interjection and slips of the tongue with the same frequency also (1 or 2,7%).

Andromeda Arizal commits all utterances containing speech error are 24 utterances. Filled pause is located in the first place of dominant error. He commits 11 utterances containing of it (or 45,8%) and slip of the tongue is located in the second place (4 or 16,6%), then the next position is stutter (3 or 12,5%), then following by unretrace false and interjection (2 or 8,3%), and the last position are repeats and correction (1 of each or 4,1%).

The fourth reporter is Naufal Noorosa. He commits 18 utterances containing speech errors. For many times, filled pause located in the first place of the dominant error, the total utterances containing filled pause are 10 (or 55,5% of his whole speech errors). The second place is sttuter (3 or 16,6%), and the last position are silent pause, retraced false start, unretraced false start, correction, and interjection (1 of each or 5,5%).

The next reporter is Firdaus Sitompul. He commits the total utterances containing speech errors are 21 utterances. Filled pause is located in the first place of the dominant error, the total utterances containing filled pause are 5 (or 23,8% of his whole speech error). The second position is taken by unretraced false (4 or 19,1%) next are silent pause, retraced false start and stutter (3 or 14,2%), interjection (2 or 9,5%), and the last is repeats (1 or 4,7%).

Isfan Harun commits the total utterances containing speech errors are 15 utterances. The first place of the dominant error is filled pause. The total utterances containing filled pause are 6 (or 40%). The second place is retraced false start (3 or 20%), the third place are taken by interjection and slips of the tongue (2 or 13,3%), and the last position are silent pause and stutters (1 of each or 6,6%).

Soza Hutapea commits the total utterances containing speech errors are 24 utterances. Silent pause is located in the first place of the dominant error, the total utterances containing filled pause are 9 (or 37,5%), silent pause is located in the second place of her whole speech errors, she commits 4 utterance with it (or



16,6%). The next are retraced start false and unretraced false start (3 or 12,5%), slip of the tongue (2 or 8,3%), and the last are repeats, correction and stutters (1 of each 4,1%).

The last reporter is Lis Pratiwi. Her utterances containing speech error are 13 utterances. He commits 5 utterances with filled pause in the first position (or 38,4% of her whole speech errors) and stutter in the second (3 or 23,1%), next repeats (2 or 15,3%), and then the last position are retraced false start, unretraced false start and interjection (1 of each or 7,6%).

#### **D. Discussion**

This study has found nine types of speech errors among the nine types of speech errors based on Clark and Clark's theory produced by eight reporters in breaking news Metro TV. All of the nine types of speech errors are appear in this study, which are the most dominant error is filled pause (77 times or 43%), then stutters (25 times or 13,9%), silent pause (18 times or 10,1%), interjection (14 times or 7,8%), unretraced false starts (13 times or 7,2%), retraced false start and slip of the tongue with same frequency (12 times or 6,7%), repeats (5 times or 2,7%), and corrections (3 times or 1,6%). The errors produced by reporters are caused by three sources of planning difficulties, they are cognitive reason, anxiety and social reasons.

Table 4.1.  
The Total Number of Speech Errors in Data I-VIII

Speech Errors	DATA								Total	Percentage (%)
	I	II	III	IV	V	VI	VII	VIII		
Silent Pauses (/)	5	4		1	3	1	4		18	10,1%
Filled Pauses (,....)	9	22	11	10	5	6	9	5	77	43%
Repeats (/)			1		1		1	2	5	2,7%
Retraced False Starts (\)		1		1	3	3	3	1	12	6,7%
Unretraced False Starts (\)	1	1	2	1	4		3	1	13	7,2%
Corrections (—)			1	1			1		3	1,6%
Stutters (---)	5	6	3	3	3	1	1	3	25	13,9%
Interjections (*...*)	5	1	2	1	2	2		1	14	7,8%
Slips of the Tongue (→)	3	1	4			2	2		12	6,7%

For the next researchers who are interested to the same study expected to be able to make a research better than this research. The next researcher with the same study will be complete from this study. To another researcher expected to more study about speech production and speech error to make better understanding how speech error happens in utterances. The findings of this study were complementary with the previous researcher

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After analyzing the speech errors in breaking news Metro TV, conclusions were presented below.

1. The phenomena of speech errors are very common committed by the non-native speakers as well as the native speaker who used the language as their mother tongue. The speech errors are committed by reporters in breaking news Metro TV. In the eight breaking news, the researcher finds all of 9 types of speech errors based on the theory of Clark and Clark. Those errors are silent pause, filled pause, repeats, retraced false start, unretraced false start, correction, stutter, interjection, slip of the tongue.
2. The frequencies of speech errors committed by eight reporters of breaking news Metro TV are different. Wahyu Wiwoho commits total 28 utterances containing speech errors. 9 utterances (or 32,1% of his whole speech errors) of filled pause, then Silent pause and stutter (5 or 17,8%), slip of the tongue <sup>47</sup> 10,7%), unretraced false start (1 or 3,5%). Meanwhile, Najla Hilabi commits 36 utterance containing speech errors. 22 utterances (or 61,1% of her whole speech errors) of filled pause, then stutter (6 or 16,6%), silent pause (4 or 11,1%),

retraced false start, unretraced false start, interjection and slip of tongue ( 1 of each or 2,7%). Andromeda Arizal commits 24 utterances containing speech errors. 11 utterances (or 45,8% of his whole speech errors) of filled pause, then slip of tongue (4 or 16,6%), stutter (3 or 12,5%), unretraced false start and interjection (2 or 8,3%), repeats and correction (1 or 4,1%). Naufal Noorosa commits 18 utterances containing speech errors. 10 utterances (or 55,5% of his whole speech errors) of filled pause, then stutter (3 or 16,6%), silent pause, retraced false start, unretraced false start, correction, and interjection (1 of each or 5,5%). The next is Firdaus Sitompul commits 21 utterances containing speech errors. 5 utterances (or 23,8% of his whole speech errors) of filled pause, then unretraced false start (4 or 19,1%), silent pause, retraced false start, stutter (3 or 14,2%), interjection (2 or 9,5%), repeats (1 or 4,7%). Isfan Harun commits 15 utterances containing speech errors. Filled pause (6 or 40%), retraced false start (3 or 20%), interjection and slip of the tongue (2 or 13,3%), silent pause and stutter (1 or 6,6%). Soza Hutapea commits 24 utterances containing speech errors. Filled pause (9 or 37,5%), silent pause (4 or 16,6%), retraced false start and unretraced false start (3 or 12,5%), slip of the tongue (2 or 8,3%), repeats, correction, sttuter (1 or 4,1%). Lis Pratiwi commits 13 utterances containing speech errors. Filled pause (5 or 38,4%),

stutter (3 or 23,1%), repeats (2 or 15,3%), retraced false start, unretraced false start, interjection (1 or 7,6%).

3. The speech errors committed by eight reporters are caused by cognitive reason, anxiety and social reason. Those sources of speech errors take parts on the speech errors produced by eight reporters. Every reporter has a different response while reporting the news related to concrete and abstract topics. It took longer time for the reporters to produce the first word of the sentence for an abstract than for the concrete topics. Next, when the reporters talk about the topic they are anxious about, they will commit silent pause or other speech errors. This factor can make the reporters planning and execution become less efficient. Then, working under pressure also can make reporters produce speech errors and hesitation.
4. The highest frequency or the dominant errors committed by eight reporters in the data is filled pause (77 times or 43%).

In speaking, speakers actually do two processes which are called planning and execution of the speech. The speakers firstly plan what they are going to speak and then execute the plan into speech. In producing the speech, it is not as simple as we think. Not all speech planned and executed well, sometimes their speech goes wrong which is usually happened in spontaneous speech and do speaking that they are rarely to talk.

## **B. Suggestions**

Reffering to the result of this research, the following suggestions were given:

1. To student of english department who are interested in journalism, especially for them who want to be a reporter need to have more understanding on this study.
2. For the other researcher is expected to give the tips in order to minimize the errors produced by the speaker. So that, by the tips given, the speakers could make better and fluent speaking. The researcher also suggests to the next researchers to find another subject of their research and find and explore the one, such as comparing the speech errors produced by native and non-native speaker, or from the gender and age, etc.

*Appendix***LIST OF DATA****(Data I)**

Topic : Meski Sakit, BJ Habibie Masih Memikirkan Indonesia

Reporter : Wahyu Wiwowo

1. **\*Ya\***[Interjection],
2. **\*baik\*** [Interjection] Rory asyari sudah bersama saya
3. mantan ketua mahkamah konstitusi Jimli Asshiddiqie **yan**[Slip of the  
**Tangue]**
4. juga,[ee], cukup lama berdiskusi di It's Me tentunya,
5. dengan almarhum, [eee],
6. me [\\] presiden ke-III republik Indonesia BJ Habibie.
7. Pak[/] Jimli anda
8. kabarnya juga, [ee], salah satu orang yang ditunggu-tunggu pak habibie
9. **ketika-a-a**[stutter] terakhir menjalani perawatan
10. di RSPAD [/] Gatot Subroto. Apa yang dibicarakan pak?
11. Tidak sempat di deliver **ke-e-e**[Stutter] staf atau orang-orang terdekat  
atau keluarga pesannya.  
Itu kapan pak?
12. Sehari sebelumnya bahkan ya berarti? **\*Oke\*** [Interjection]
13. **Yang-g-g** [Stutter] terakhir itu apa yang dibicarakan apa saja ?



14. **\*Ya\***[**Interjection**] jadi kalau sebagai orang yang dekat kemudian sering berdiskusi
15. kira-kira apa pesan yang ingin disampaikan sebenarnya oleh almarhum[//] terakhir itu untuk anda?  
Apa itu pak?
16. **\*Oke\*** [**Interjection**], pak Jimli
17. Kalau almarhum ini **pak-k-k** [**Stutter**] BJ Habibie kan
18. terkenal dengan pemikiran-pemikiran yang [//] visioner
19. melampaui jaman pak, tidak hanya bicara jangka pendek satu, dua, atau lima tahun ke depan. Tetapi lima puluh sampai seratus tahun kedepan. Kira-kira apa impian jangka panjang seorang BJ Habibie [//] sepengetahuan anda.
20. Mudah-mudahan pesan-pesan yang sudah sempat tersampaikan atau belum tersampaikan ini bisa ditangkap oleh banyak pihak. Generasi saat ini yang nanti akan menjadi penerus, [ee], bangsa
21. **jan** [**Slip of the Tongue**] juga meneruskan pemikiran-pemikiran seorang BJ Habibie.
22. Terima kasih pak Jimli Asshiddiqie atas waktunya di Metro TV. Demikian Rory tadi perbincangan saya dengan Jimli Asshiddiqie mantan,[ee], ketua mahkamah konstitusi yang juga sudah lama mengenal bahkan dekat dengan almarhum BJ Habibie,

23. karna 2 hari sebelum meninggal sempat sebenarnya dipanggil untuk diundang bersama sejumlah tokoh lainnya untuk, [eee], menerima
24. pes-s-san [Stutter] mungkin
25. yang tidak sempat [Slip of the Tongue] disampaikan
26. karna begitu,[ee], Jimli Asshiddiqie
27. datang,[ee], almarhum itu
28. sudah ditidurkan,[ee], karna memang kondisinya menurun oleh tim dokter kepresidenan. Demikian Rory.

#### Numbers of Speech Errors in Data I:

No.	SP (//)	FP (,....)	R (/)	RFS (\)	UFS (\\)	C (—)	S (----)	I (*...*)	SOT (→)
1								✓	
2								✓	
3									✓
4		✓							
5		✓							
6					✓				
7	✓								
8		✓							
9							✓		
10	✓								
11							✓		
12								✓	
13							✓		
14								✓	
15	✓								
16								✓	
17							✓		

18	✓								
19	✓								
20		✓							
21									✓
22		✓							
23		✓							
24							✓		
25									✓
26		✓							
27		✓							
28		✓							
Σ	5	9	0	0	1	0	5	5	3
%	17,8%	32,1%	0%	0%	3,5%	0%	17,8%	17,8%	10,7%

Total errors: 28

**(Data II)**

Topic : Anwar Usman Akan Mewakili Keluarga Serah Terimah Jenazah  
BJ Habibie Kepada Negara

Reporter : Najla Hilabi

1. **\*Ya\*** [Interjection], zackia kondisi
2. saat ini, [ee], tamu masih terus berdatangan menuju kediaman presiden republik indonesia yang ketiga BJ Habibie. Terlihat banyak sekali dari tadi tokoh-tokoh maupun kerabat serta keluarga dari BJ Habibie yang hadir.
3. Jika dijadwalkan berdasarkan, [ee], jadwal yang kami terima disini, maka nanti sekitar pukul 12.30 wib akan dilakukan serah terima. Serah terima dari keluarga kepada negara yang nantinya akan diterima oleh ketua MK Anwar Usman. Sejauh ini agenda yang berlangsung seperti itu.

4. Nantinya pukul 12.30, [ee] prosesi tersebut akan berlangsung dimana
5. anak kedua dari BJ Habibie, Thareq akan memberikan, [eee], jenazah sang ayah langsung kepada ketua MK Anwar Usman
6. untuk nantinya, [ee], bersama-sama diantarkan menuju taman makam pahlawan kalibata.
7. Dimana sesuai jadwal juga bahwa nantinya presiden joko widodo akan menerima [//] disana
8. dan juga akan, [eee], melakukan upacara pemakaman
9. yang mana presiden akan, [eee], sebagai inspektur
10. upacara disana. **D-a-a-n [Stutter]** untuk rute sendiri zackia
11. nantinya akan, [ee], melewati jalan
12. dari taman, [ee], patra kuningan menuju TMP Kalibata sekitar 4,1 kilometer memakan waktu 16 menit menuju
13. tempat pemakaman. **D-a-a-n [Stutter]** dari tadi kami sudah melihat baris-berbaris dari paspampres
14. yang siap mengantarkan **karn-a-a-a[Stutter]** nantinya
15. jenazah dari presiden **repoblik[Slip of the Tongue]** Indonesia yang
16. ke-3 BJ Habibie akan dimak [\] akan dimakamkan secara militer.
17. Dan kami juga masih, [ee], memantau situasi disini zackia
18. karna juga, [ee], tamu yang berdatangan disini semua
19. bisa memasuki, [ee], rumah dari BJ Habibie yang kita tau
20. terdapat tiga pintu, [ee], masuk

21. untuk, [ee], ke kediaman BJ Habibie. Disemayamkan di pendopo Habibie
22. di taman, [ee], Patra Kuningan 13 nomor 3
23. yang, [ee], dari
24. tadi, [eee], kami disini terus mendengar lantunan
25. ayat suci al-quran, [eee], untuk
26. sama-sama menga [\\] nantinya
27. mengantarkan [//] presiden republik indonesia ke-3 BJ Habibie.
28. Selain itu **juga-a-a[Stutter]** tadi banyak sekali tamu yang berdatangan dan dapat melakukan
29. shalat jenazah langsung sejak pagi tadi sehingga memang betul-betul, [eee], disini semua masyarakat maupun para pelayat yang hadir mengharapkan yang terbaik untuk presiden republik yang ke-3 BJ Habibie untuk sama-sama di terima dengan baik oleh tuhan yang maha esa.
30. Dan nantinya Zackia ketika di taman makam [//] pahlawan kalibata
31. maka direncanakan bahwa presiden Habibie akan, [eee], dimakamkan di samping makam
32. istri tercinta Ainun Habibie. **D-a-a-n [Stutter]** kami juga masih terus memantau situasi disini yang berlangsung masih banyak masyarakat yang hadir dari berbagai kalangan Zackia
33. semua merasa kehilangan dengan putra terbaik bangsa presiden republik indonesia ketiga BJ Habibie. **D-a-a-n [Stutter]** juga ada rekan kami di dalam Yohana

34. yang sudah memantau situasi, [ee], berlangsungnya berbagai tamu yang masih tetap hadir didalam untuk dengan hikmat mangikuti prosesi yang
35. ada hingga nanti pukul 12.30 sama-sama melepas, [ee], dan memberikan langsung
36. kepada negara [//] jenazah dari presiden republik indonesia BJ Habibie untuk dimakamkan secara militer di taman makam pahlawan kalibata. Zackia.

**Number of Speech Errors in Data II:**

No.	SP (//)	FP (,....)	R (/)	RFS (\)	UFS (\ )	C (—)	S (----)	I (*...*)	SOT (→)
1								✓	
2		✓							
3		✓							
4		✓							
5		✓							
6		✓							
7	✓								
8		✓							
9		✓							
10							✓		
11		✓							
12		✓							
13							✓		
14							✓		

15									✓
16				✓					
17		✓							
18		✓							
19		✓							
20		✓							
21		✓							
22		✓							
23		✓							
24		✓							
25		✓							
26					✓				
27	✓								
28							✓		
29		✓							
30	✓								
31		✓							
32							✓		
33							✓		
34		✓							
35		✓							
36	✓								
Σ	4	22	0	1	1	0	6	1	1
%	11,1%	61,1%	0%	2,7%	2,7%	0%	16,6%	2,7%	2,7%

Total errors: 36

**(Data III)**

Topic : 17 Korban Kecelakaan di Tol Cipularang Masih Dirawat di RS  
Thamrin

Reporter : Andromeda Arizal

1. **\*Ya\*** [**Interjection**] egan, untuk mengenai jumlah yang sudah teridentifikasi kami juga tadi sempat menanyakan kepada salah satu dari pihak kepolisian yang bertugas disini ada sekitar empat yang sudah teridentifikasi dan empat lain nya masih belum teridentifikasi.
2. Namun perlu diketahui juga ini akan terus kami pantau terlebih lagi karena, [**ee**], pihak kepolisian juga telah mencari sample DNA dari empat korban ini
3. dan nantinya akan mencocokkan kepada korban [/] korban lainnya
4. dan ba [\\] bagi ada
5. keluarga yang hendakmengalami [-] maksud kami keluarga korban yang merasa kehilangan bisa langsung datang ke rumah sakit thamrin ini
6. karna empat korban lainnya ini masih belum teridentifikasi mengenai siapa, [**ee**], sebenarnya korban ini
7. dan tadi juga kami sempat memantau ada **sasatu** [**Slip of the Tongue**] dari warga negara asing yang mengalami luka bakar cukup serius.
8. Dan tadi juga kami sempat masuk kedalam salah satu ruangan di rumah sakit IGD ini ada salah satu, [**eee**], pasien atau korban
9. yang [\\] yaitu



10. adalah **isbu**[**Slip of the Tongue**] aspirada yang mengalami pendarahan otak yang cukup serius dan saat ini pihak dari rumah sakit thamrin masih menunggu untuk merujuk ke rumah sakit mana
11. ibu aspirada ini akan di,[**eee**], pindahkan nantinya karna dirumah sakit ini
12. tidak ada dokter bedah syaraf demikian, [**eee**], dan kondisi ibu aspirada kondisinya masih belum sadar namun ada informasi terbaru lagi bahwa pada saat ini ibu aspirada ini akan segera dipindahkan ke kota asalnya di kota bekasi.
13. Tadi juga kami sempat, [**ee**], melihat beberapa pasien lainnya,
14. karna jumlah pasien **di-i-i** [**Sttuter**] rumah sakit thamrin ada sekitar 31 dan 7 orang itu mengalami luka bakar dan 7 orang juga pada pukul 08.00 pagi tadi juga telah bisa meninggalkan ke rumah sakit thamrin ini. Jadi sekitar ada 17 orang lagi yang masih berada di rumah sakit thamrin ini untuk menjalankan perawatan di rawat inap di rumah sakit thamrin ini. Sementara demikian engan.
15. **\*Ea\*** [**Interjection**] untuk dirumah sakit thamrin sendiri yang tentu kami pukul pasti ada 31 namun kami akan memberikan informasi lebih lanjut lagi mengenai jumlah kepastian dari rumah sakit rumah sakit lainnya. Namun rumah sakit bumi asih sendiri ada sekitar 1 orang korban yang mengalami beberapa luka lainnya yang dirawat dirumah sakit lain.

16. Namun dirumah sakit thamrin ini kami dapat memastikan pada saat kejadian kemarin ada **sekiral [Slip of the Tongue]** 31 dan saat ini berjumlah 17 orang yang masih melaksanakan rawat inap
17. dirumah sakit ini. **Dan-n-n[Stutter]** tadi juga kami sempat bertanya kepada salah satu keluarga dari korban sendiri bahwa mayoritas korban sendiri itu
18. mengalami beberapa, **[eee]**, penyakit
19. yang, **[ee]**, gejala pada saat ini mayoritas
20. mengalami patah tulang, **[ee]**, gegar otak ringan,
21. dan beberapa penyakit, **[eee]**, maksud kami luka lainnya pada saat
22. pasca terjadinya, **[ee]**, kecelakaan di tol cipularang kilometer 91 ini.
23. Dan tadi juga kami sempat melihat **ke-e-e[Stutter]** beberapa tempat di rumah sakit ini pihak kepolisian
24. masih terus mendata dari jumlah **kepasti[Slip of the Tongue]** korban yang tersendiri yang ada di rumah sakit thamrin ini masih terus kami akan berikan informasi terbarunya. Serve engan.

#### Numbers of Speech Errors in Data III:

No.	SP (//)	FP (,...)	R (/)	RFS (\)	UFS (\\)	C (—)	S (----)	I (*...*)	SOT (→)
1								✓	
2		✓							
3			✓						

4					✓				
5						✓			
6		✓							
7									✓
8		✓							
9					✓				
10									✓
11		✓							
12		✓							
13		✓							
14							✓		
15								✓	
16									✓
17							✓		
18		✓							
19		✓							
20		✓							
21		✓							
22		✓							
23							✓		
24									✓
Σ	0	11	1	0	2	1	3	2	4
%	0%	45,8%	4,1%	0%	8,3%	4,1%	12,5%	8,3%	16,6

Total errors: 24

**(Data IV)**

Topic : Gudang Amunisi Mako Brimob Sronol Meledak

Reporter : Naufal Noorosa

1. **\*Ya\***, widya saat ini saya
2. berada di, **[ee]**, depan markas brimob yang berada di kawasan sronol semarang, dan untuk lokasi kejadiannya sendiri
3. sebenarnya tidak berada **di-i-i[Stutter]** depan saya ini namun jauh berada dibelakang sana.
4. Tetapi widya, **[eee]**, yang dapat kami sampaikan adalah bahwa disini kami seluruh awak media tidak bisa masuk kedalam karna bisa anda lihat sendiri di bagian penjagaan pos ini juga sudah sangat dijaga dengan ketat dan juga area ini sudah di sterilisasi seperti itu.
5. Jadi kami para, **[eee]**, awak media
6. tidak bisa **[\\]** belum bisa
7. memasuki, **[ee]**, ke dalam ke tempat dimana gudang senjata tersebut terbakar.
8. Dan dari informasi yang kami terima bahwa tadi, **[ee]**, kebakaran ini
9. bermula sejak **[-]**maksud kami, bermula dari pukul 07.00 pagi. Jadi pukul 07.00 pagi ini warga disini mendengar ledakan yang berjumlah 3 kali seperti itu dan juga selain ada ledakan juga ada asap hitam yang mengepul hingga keatas seperti itu.
10. Jadi, **[eee]**, warga

11. juga, [ee], melihat dan juga mendengar terjadi kebakaran
12. bahkan ledakan ini dari cuitan, [eee], netizen terdengar hingga ke wilayah seperti wilayah gunung pati yang memang jaraknya bisa dibbilang cukup jauh dari lokasi seperti itu.
13. Sementara **itu-u-u[Stutter]** dari
14. perkembangan [//] disekitar lokasi kejadian
15. selain, [ee], ada penjagaan
16. juga sudah **ada-a-a[Stutter]** sejumlah mobil pemadam kebakaran yang masuk kedalam markas dan juga ambulance.
17. Namun kami masih belum mengetahui dan juga masih belum bisa mendalami apakah ada korban atau belum dalam kejadian ini. Namun yang jelas5 mobil, [ee], pemadam kebakaran dan
18. juga 1 mobil am [\\] ambulance ini sudah memasuki markas brimob seperti itu. Widya.

#### Numbers of Speech Errors in Data IV:

No.	SP (//)	FP (,....)	R (/)	RFS (\)	UFS (\\)	C (—)	S (----)	I (*...*)	SOT (→)
1								✓	
2		✓							
3							✓		
4		✓							
5		✓							

6				✓					
7		✓							
8		✓							
9						✓			
10		✓							
11		✓							
12		✓							
13							✓		
14	✓								
15		✓							
16							✓		
17		✓							
18					✓				
Σ	1	10	0	1	1	1	3	1	0
%	5,5%	55,5%	0%	5,5%	5,5%	5,5%	16,6%	5,5%	0%

Total errors: 18

### (Data V)

Topic : Pascakericuhan, Stasiun Tanah Abang Masih Ditutup

Reporter : Firdaus Sitompul

1. **\*Ya\***, zackia dan juga pemirsa pasca terjadinya kericuhan
2. yang membuat terganggunya jadwal komuter lain di stasiun tanah [/] tanah abang
3. dimana sam [ \ ] hingga sampai saat ini berdasarkan informasi yang kami pantau,

4. hingga sampai saat ini [//] stasiun tanah abang belum dibuka bagi masyarakat umum.
5. Dimana masyarakat umum yang hendak, [ee], melalui stasiun tanah abang
6. ataupun mena [\\] melalui stasiun lain dengan menggunakan stasiun tanah abang tidak diperbolehkan untuk masuk dikarenakan
7. saat ini pihak stasiun tanah abang masih menjaga keamanan karena tak [\\] ditakutkan kembali terjadinya kerusuhan.
8. Berdasarkan informasi yang kami dapatkan tadi pasca terjadinya keriuhan kereta komuter lain sempat diberhentikan kurang lebih 30 menit sampai dengan satu jam. Dimana pemberhentian tersebut karena sempat [\\] tadi sempat
9. terjadinya [\\] terganggunya sinyal komuter lain yang mengakibatkan
10. terjadinya penumpukan kereta baik yang akan memasuki [//] stasiun tanah abang ataupun yang akan keluar dari stasiun tanah abang.  
Dimana juga berdasarkan informasi yang kami dapatkan juga tadi dimana
11. kereta yang menumpuk tersebut ternyata menjadi bente [\\] digunakan sebagai benteng bagi para petugas yang bertugas di stasiun tanah abang dikarenakan mereka menghimbau masyarakat untuk tidak memposisikan dirinya berada di peron, tetapi mereka menghimbau masyarakat yang masih berada di peron
12. untuk segera memasuki kereta terdekat yang berada di, [ee], stasiun tanah abang.

13. Dan selain itu juga [//] berdasarkan informasi yang kami dapatkan
14. pasca terjadinya, [ee], kericuhan tersebut juga tadi para petugas pun langsung di siagakan.
15. Mereka langsung **di-i-i**[Stutter] amankan langsung disiagakan dan
16. ditaruh mulai dari **dipintu-u-u**[Stutter] masuk yang dekat dengan pasar
17. tanah abang lalu disekitar peron dan juga di **pintu-u-u** [Stutter] utara stasiun dari tanah abang ini.
18. Dimana para petugas ini lah yang menghimbau masyarakat ataupun para menum [\\] penumpang untuk segera keluar dari area stasiun tanah abang dikarenakan tadi sempat terdengar ataupun terjadinya ledakan yang berada diatas flyover yang berada di stasiun tanah abang.
19. Dan,**\*iya\***, [Interjection] berdasarkan informasi yang
20. di dapatkan juga, [ee], hingga sampai saat ini para petugas dari stasiun kereta api tidak bisa memberikan informasi terkait dengan kapan mereka
21. kembali akan membuka, [ee], stasiun tanah abang ini untuk masyarakat umum atau penumpang lainnya. Kembali ke studio.

#### Numbers of Speech Errors in Data V:

No.	SP (//)	FP (,...)	R (/)	RFS (\)	UFS (\\)	C (—)	S (----)	I (*...*)	SOT (→)
1								✓	
2			✓						
3				✓					



4	✓								
5		✓							
6					✓				
7					✓				
8				✓					
9					✓				
10	✓								
11				✓					
12		✓							
13	✓								
14		✓							
15							✓		
16							✓		
17							✓		
18					✓				
19								✓	
20		✓							
21		✓							
Σ	3	5	1	3	4	0	3	2	0
%	14,2%	23,8%	4,7%	14,2%	19%	0%	14,2%	9,5%	0%

Total errors: 21

**(Data VI)**

Topic : Kecamatan Mandalawangi Daerah Terparah Terdampak Gempa  
Banten

Reporter : Isfan Harun

1. **\*Ya\***, [Interjection] egan dan
2. juga de[\] pemirsaterkait dengan disebutkannya kecamatan mandalawangi sebagai salah satu kecamatan yang terparah imbas dari guncangan gempa bermagnitudo 6,9.
3. Seperti tadi dilihat di layar kaca anda ini merupakan salah satu bangunan rumah **di-i-i**[Stutter] desa panjang jaya kecamatan mandalawangi yang bagian dinding tembok rumah tepatnya di bagian kamarnya runtuh
4. sehingga bagi [\] para masyarakat yang melewati jalan ini langsung dapat
5. melihat salah satu rumah ini merupakan bagian dari ru [\] tempat kamar tidur.
6. Dan [//] ini runtuhnya salah satu bangunan yang terlihat di layar kaca ini terjadi sekitar beberapa saat
7. setelah terjadinya gempa atau masih sekitar, [ee], pukul 19.00 wib imbas
8. dari, [ee], gempa
9. yang **bermaginatudo** [Slip of the Tongue] 6,9.
10. Dan adapun di tempat saya melaporkan ini meskipun berjarak sekitar 160 km lebih dari episentrum namun di tempat ini merupakan tempat sebagai, [ee], kecamatan terparah imbas dari gempa tersebut tercatat berdasarkan data terbaru yang kami peroleh ini terdapat 45 bangunan rusak yang terdiri dari 42 bangunan rumah 1 rumah ibadah serta 1 madrasah iqtidayah.

11. Namun terkait dengan satu sekolah rusak tersebut kami belum dapat memastikan apakah sekolah tersebut di liburkan atau memang pada kegiatan sehari-hari pada diakhir **pekar[Slip of the Tongue]** ini
12. mengalami libur, **[ee]**, bagi para siswanya. Namun yang pasti ini dari pihak kecamatan di mandalawangi masih terus mendata sejumlah
13. bangunan yang mengalami kerusakan karna memang berdasarkan, **[eee]**, pernyataan dari camat mandalawangi menyebutkan data yang masuk baru dari 6 desa di kecamatan mandalawangi berdasarkan di kecamatan mandalawangi sendiri terdapat sekitar 15 desa. Ini artinya masih ada sekitar 9 desa lagi yang data baik itu kerusakan maupun korban jiwanya masih belum terekap secara sempurna. Namun dari keenam desa tersebut pihak kecamatan menyebutkan tidak ada korban jiwa baik itu luka-luka maupun korban jiwa lainnya. Egan.
14. **\*Ya\***, engan setelah 12 jam lebih di guncang gempa ini warga di kecamatan mandalawangi masih belum menerima bantuan. Tadi kami sempat berbincang terhadap sejumlah warga maupun juga korban yang rumahnya ikut ambruk dimana mereka menuturkan belum menerima bantuan baik itu obat-obatan makanan hingga pakaian baik dari pemerintah maupun pemerintah lokal maupun pemerintah pusat. Namun mereka mengharapkan bantuan dapat hadir secepatnya dikarenakan memang
15. berdasarkan informasi yang kami terima, **[ee]**, pada sekitar siang nanti menteri sosial agus gumiwang akan meninjau terdampak di kecamatan

mandalawangi atau tepatnya di tempat saya melaporkan ini. Dan berdasarkan informasi lain yang kami terima ini kementerian sosial mengalokasikan sejumlah bantuan khusus untuk kecamatan mandalawangi ini diantaranya adalah 500 tenda gulung, 500 selimut, 800 makanan siap saji, dan 21.000 mie instan. Egan.

#### Numbers of Speech Errors in Data VI

No.	SP (//)	FP (,...,)	R (/)	RFS (\)	UFS (\\)	C (—)	S (----)	I (*...*)	SOT (→)
1								✓	
2				✓					
3							✓		
4				✓					
5				✓					
6	✓								
7		✓							
8		✓							
9									✓
10		✓							
11									✓
12		✓							
13		✓							
14								✓	
15		✓							
Σ	1	6	0	3	0	0	1	2	2
%	6,6%	40%	0%	20%	0%	0%	6,6%	13,3%	13,3%

Total errors: 15

**(Data VII)**

Topic : Situasi di Slipi Sudah Kondusif

Reporter : Soza Hutapea

1. Wahyu untuk kondisi terkini dari jalan brigjen katamsa kawasan slipi jakarta barat bisa saya gambarkan bahwa pada malam hari ini sudah kondusif dan masa yang tadinya di sebelah kanan saya ini sudah membubarkan diri karna memang saat pukul sembilan wak [V] dua puluh satu waktu
2. indonesia barat [-] maksud saya ini ada negosiasi yang dilakukan pihak TNI angkatan laut ini dari marinir mereka datang
3. tiba di lokasi ini dan langsung, [ee], melakukan koordinasi bersama polda terkait bagaimana jalannya
4. kegiatan negosiasi dan juga mak [VV] aksi unjuk rasa yang mereka lakukan sepanjang hari ini.
5. Dan setelah itu dari marinir langsung datang menghampiri masa di sebelah kanan saya itu dan langsung melakukan dialog dan tadi juga dari perwakilan, [ee], masa ini
6. ada yang sudah menyam [VV] menghampiri dari pihak kepolisian dan dia juga sudah sempat berdialog dimana dialognya ini
7. mengatakan bahwa, [ee], siapapun yang jadi presiden ini tetap indonesia harus bersatu karena memang
8. persatuan indonesia adalah [VV] hal yang harus diutamakan.

9. Dan untuk saat ini bisa juga dilihat di layar kaca bahwa **di-i-i**[Stutter] tempat masa tadinya berada ini sudah terlihat ada beberapa aktivitas kendaraan ini artinya masyarakat yang tinggal di sekitar kawasan brigjen katamso slipi jakarta barat ini sudah mulai bisa keluar karna memang tadi wahyu kami melihat di sepanjang jalan ini banyak perkantoran dan banyak sekali juga karyawan yang tertahan namun ketika keadaan sudah kondusif dan negosiasi berhasil mereka sudah mulai bisa meninggalkan kantor
10. dan juga ada yang keluar dari rumahnya, **[eee]**, berani ke jalan raya namun ini belum bisa melalui tempat saya melaporkan saat ini. Dan untuk aparat keamanan sampai dengan saat ini masih bersiaga meskipun negosiasi sudah berhasil dilakukan, dimana ini personil dari pihak kepolisian dari marinir juga masih berjaga di lokasi ini.
11. Selain itu juga **dimulokasi**[Slip of the Tongue] ini sudah
12. di siagakan ada dua mobil we **[\\]** water
13. canon **[//]** ini dari pihak marinir
14. yang tadi, **[ee]**, datang bersamaan
15. dengan, **[eee]**, kelengkapan
16. ini juga **[//]** namun
17. untuk, **[ee]**, lokasi lain di sekitar kawasan slipi ini kami belum mengetahui seperti apa kondisinya, namun yang jelas dan yang pasti bisa saya sampaikan bahwa kondisi dimana tempat saya melaporkan saat ini sudah

kondusif namun tetap masih dijaga oleh pihak dari aparat keamanan. Wahyu.

18. Wahyu terkait identitas dari kelompok yang melakukan aksi unjuk rasa dan ricuh sepanjang hari ini di lokasi brigjen katamsa sampai saat ini kami belum mengetahui identitasnya berasal darimanakah kelompok ini dan pihak kepolisian baik dari TNI juga [ ] ini juga belum mengetahui dari mana sebenarnya asal dari kelompok ini.
19. Karna tadi pada pukul sembilan dan juga pukul delapan,[ee], waktu indonesia barat malam hari ini pihak dari kepolisian sudah berhasil mengamankan dua orang yang diduga sebagai provokator dari aksi ini
20. namun sampai **daat [Slip of the Tongue]** ini kami belum menerima informasi bagaimana hasil intograsi dari orang yang diamankan tersebut.
21. Namun bisa dipastikan bahwa kelompok ini tidak terlalu banyak jumlahnya mereka hanya puluhan orang saja dan dari pantauan saya sepanjang, [ee], berjaga
22. di lokasi ini [ / ] ini usianya
23. masih [ // ] terbilang
24. masih muda [ \ ] masih remaja dan memang mereka melakukan aksi sangat ricuh dengan melemparkan berbagai benda kepada pihak kepolisian mulai dari petasan, batu, ada juga beling-beling kaca, ada paku dan berbagai benda lainnya yang cukup berbahaya untuk melakukan aksi dan tidak ada melakukan orasi sepanjang melakukan aksi hari ini. Jadi kami belum

mengetahui sebenarnya apa yang mereka tuju dengan melakukan aksi kericuhan di jalan brigjen katamso pada hari ini. Wahyu.

**Numbers of Speech Errors in Data VII:**

No.	SP (//)	FP (,....)	R (/)	RFS (\)	UFS (\\)	C (—)	S (----)	I (*...*)	SOT (→)
1				✓					
2						✓			
3		✓							
4					✓				
5		✓							
6					✓				
7		✓							
8	✓								
9							✓		
10		✓							
11									✓
12					✓				
13	✓								
14		✓							
15		✓							
16	✓								
17		✓							
18				✓					
19		✓							
20									✓
21		✓							



22			✓						
23	✓								
24				✓					
Σ	4	9	1	3	3	1	1	0	2
%	16,6%	37,5%	4,1%	12,5%	12,5%	4,1%	4,1%	0%	8,3%

Total errors: 24

### (Data VIII)

Topic : Kondisi di Wilayah Dekat Pusat Gempa Banten Kondusif

Reporter : Lis Pratiwi

1. **\*Ya\***, egan sekitar sebelas jam usai gempa melanda kawasan banten dan sekitarnya,
2. saat ini saya berada di desa sumber jaya, **[ee]**, sumur pandeglang banten.
3. Dapat dikatakan situasi di lokasi tempat saya berada ini cukup kondusif, utamanya usai peringatan, **[ee]**, potensi tsunami dari BMKG di sudah sekitar pukul dua puluh satu lewat tiga puluh lima waktu indonesia barat.
4. Dan selain itu dari data terakhir yang kami terima dari polda banten bahwa hingga pukul lima pagi tadi kerusakan yang terjadi ini merupakan, **[ee]**, kerusakan materil dari rumah-rumah warga yang rusak sementara itu tidak ada korban jiwa.
5. Ada satu korban yang meninggal dunia namun ini bukan dampak dari gempa yang terjadi di kawasan banten ini, melainkan serangan jantung yang terjadi pada seorang ibu **di-i-i[Stutter]** daerah lebak.

6. Sementara itu untuk kerusakan rumah ini terjadi di kabupaten lemak[] kabupaten lebak ada dua puluh tiga rumah yang rusak dengan rincian dua puluh satu rumah yang rusak berat dan juga dua rumah rusak ringan.
7. Sementara untuk di kabupaten pandeglang ini ada delapan puluh enam rumah yang rusak **dari-i-i[Stutter]** total lima belas kecamatan di seluruh kawasan pandeglang. Untuk kecamatan yang paling parah terdampak ini merupakan kecamatan mandalawangi.
8. Selain itu saat **ini-i-i [Stutter]** di desa sumber jaya
9. tempat saya berada saat ini[/] ini merupakan titik terdekat dari pusat gempa yang terjadi sekitar seratus empat puluh tujuh kilometer arah barat daya dari kecamatan sumur ini. Saat ini dilokasi ini merupakan hunian sementara dari para warga yang terdampak tsunami pada akhir desember 2018. Di lokasi ini terdiri 220 kepala keluarga dengan dihuni sekitar 500 warga.
10. Namun pada sejak malam tadi begitu gempa terjadi di lokasi ini[/] ini ada dua kelompok masyarakat yang menghuni kawasan di huntara desa sumber jaya ini.
11. Yakni memang warga yang sebelumnya, **[ee]**, menetap disini sejak tsunami pada desember 2018 terjadi dan juga ada warga yang mengungsi dari kawasan-kawasan disekitarnya.
12. Karna wilayah ini merupakan, **[ee]**, dataran yang cukup tinggi yakni berada di ketinggian sekitar 50 dpl atau diatas permukaan laut. Sementara

untuk jarak dari desa sumber jaya menuju ke bibir pantai ini sekitar satu setengah kilometer.

13. Dan sebelumnya juga sempat terjadi kepanikan dari warga karna kawasan pandeglang bagian selatan ini merupakan[\\] masuk dalam kategori siaga tsunami yang di keluarkan oleh BMKG. Demikian Egan.

#### Numbers of Speech Errors in Data VIII:

No.	SP (//)	FP (,....)	R (/)	RFS (\)	UFS (\\)	C (—)	S (----)	I (*...*)	SOT (→)
1								✓	
2		✓							
3		✓							
4		✓							
5							✓		
6				✓					
7							✓		
8							✓		
9			✓						
10			✓						
11		✓							
12		✓							
13					✓				
Σ	0	5	2	1	1	0	3	1	0
%	0%	38,4%	15,3%	7,6%	7,6%	0%	23,1%	7,6%	0%

Total errors: 13

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