ENGLISH READING MISCUE ANALYSIS
ON AUTISTIC SPECTRUM DISORDER (ASD) STUDENTS
AT THE INCLUSIVE SCHOOL GALUH HANDAYANI
SURABAYA: A CASE STUDY

THESIS

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ABSTRACT

Astiwidya, Virandha Dea Ayu. (2014). **English Reading Miscue Analysis on Autistic Spectrum Disorder (ASD) Students at the Inclusive School Galuh Handayani Surabaya: A Case Study.** Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Ismarita Ida Rahmiati Co-supervisor: Fatimah.

Keywords: Reading, Miscue Analysis, Retrospective Miscue Analysis (RMA), Autistic Spectrum Disorder (ASD), Inclusive School Galuh Handayani Surabaya.

Reading habit potentially grants a big contribution in increasing human knowledge. Reading is necessary to be improved since it is trusted as a window of world knowledge which aims to gain the insight source. Miscue analysis is used as a guidance that can encourage the reader to manage his or her own reading development ability. The instructions on Retrospective Miscue Analysis (RMA) comprising reading text aloud, retelling and discussion session are used in the study since it intensively contributes to the readers in developing their reading skill. This study purports, first, to find out miscues types and second, to identify the factors contributing the miscue production by college Autistic Spectrum Disorder (ASD) students at the inclusive school Galuh Handayani Surabaya.

In drawing the trustworthy results, the writer applied RMA theory (1969) and Kern's theory (1988). The study was designed by using qualitative approach and a case study in order to gain more comprehensive and detail results. In collecting the data, the writer selected two ASD students with Asperger types who were qualified to participate in the study. The data were originated from all utterance of two participants while doing all activities in RMA procedure which are taken on recording process, and then they are transformed into transcription.

The students made 129 miscues consisting of six types of miscues. Those miscues were 62 (48%) omissions, 46 (36%) substitutions, 10 (8%) self-corrections, 5 (4%) reversals, 4 (3%) insertions, 2 (1%) repetitions. The results of factor identification showed linguistic, affective and cognitive factors as the three main factors contributing miscue production. The results of the study showed that even good reader at the level of autism made miscues. Eventually, the finding could not be generalized as the whole case for autism.

The writer recommends the next writer who wants to conduct a study in a similar concentration to examine different subjects using RMA based on various facets.

ABSTRAK

Astiwidya, Virandha Dea Ayu. (2014). **Analisa Kekeliruan Membaca Bahasa Inggris pada Mahasiswa *Autistic Spectrum Disorder (ASD)* di Sekolah Inklusif Galuh Handayani Surabaya: Studi Kasus.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I) Ismarita Ida Rahmiati, (II) Fatimah.

Kata Kunci: Membaca, Analisa Kekeliruan, *Retrospective Miscue Analysis (RMA), Autistic Spectrum Disorder (ASD),* Sekolah Inklusi Galuh Handayani Surabaya.

Kebiasaan membaca berpotensi memberikan kontribusi yang relatif besar dalam meningkatkan pengetahuan manusia. Membaca perlu ditingkatkan karena dipercaya sebagai jendela pengetahuan dunia yang bertujuan untuk mendapatkan sumber wawasan. Analisa kekeliruan digunakan sebagai pedoman yang dapat mendorong pembaca untuk mengelola sendiri pengembangan kemampuan membacanya. Instruksi pada *Retrospective Miscue Analysis (RMA)* meliputi membaca teks keras, menceritakan kembali dan sesi berdiskusi yang mana berkontribusi secara intensif untuk pembaca dalam mengembangkan kemampuan membaca mereka. Penelitian ini dimaksudkan, pertama, untuk mengetahui jenis kekeliruan dan kedua, mengidentifikasi faktor-faktor yang berkontribusi dalam produksi kekeliruan oleh mahasiswa autis pada perguruan tinggi di sekolah inklusif Galuh Handayani Surabaya.

Dalam menarik hasil penelitian yang terpercaya, penulis menggunakan teori RMA (1969) dan teori Kern (1988). Penelitian ini dirancang dengan menggunakan pendekatan kualitatif dan studi kasus untuk mendapatkan hasil penelitian yang lebih komprehensif dan detil. Dalam sesi pengumpulan data, penulis memilih dua siswa ASD tipe *Asperger* yang memenuhi syarat untuk berpartisipasi dalam penelitian ini. Data berasal dari transkrip dari semua ucapan dua peserta saat melakukan semua kegiatan dalam prosedur RMA

Mahasiswa membuat 129 kekeliruan, diantaranya adalah 62 (48%) penghilangan, 46 (36%) penggantian, 10 (8%) pembenaran sendiri, 5 (4%) pembalikan, 4 (3%) sisipan dan 2 (1%) pengulangan. Hasil identifikasi faktor menunjukkan, linguistik, afektif dan kognitif adalah sebagai tiga faktor utama yang berkontribusi pada produksi kekeliruan. Hasil penelitian menunjukkan bahwa bahkan pembaca yang baik pada tingkat autis dapat melakukan kekeliruan. Hasil temuan tersebut tidak bisa digeneralisasikan sebagai hasil keseluruhan kasus untuk autis.

Penulis menyarankan untuk penulis berikutnya yang ingin melakukan penelitian dengan konsentrasi yang sama untuk menguji menguji subyek yang berbeda dengan menggunakan RMA ditinjau dari berbagai aspek.

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