READING MISCUE ANALYSIS: A COMPARATIVE STUDY OF TWO GROUPS FROM THIRD SEMESTER STUDENTS IN STUDY PROGRAM OF ENGLISH UNIVERSITAS BRAWIJAYA

THESIS

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ABSTRACT

Purwandanik, Nurintan (2015). **Reading Miscue Analysis: A Comparative Study of Two Groups from Third Semester Students in Study Program of English Universitas Brawijaya**. Study Program of English, Universitas Brawijaya. Supervisor: Fatimah. Co-supervisor: Tantri Refa Indhiarti.

Keywords: Reading, Miscue Analysis, Retrospective Miscue Analysis (RMA), Good Readers, Poor Readers.

Reading is one of basic human skills beside listening, speaking, and writing which functions for helping people to gain new information. Miscue Analysis is a method which attempt to analyze the unexpected responses of unfamiliar text which occurs in oral reading. Retrospective Miscue Analysis (RMA) was used in this study by comprising reading text aloud, retelling and discussion session. These steps helped the readers develop their reading skills. This study was conducted to find out the answer to what the oral reading miscue types are produced by the good and poor readers from third semester students in Study Program of English Universitas Brawijaya and what the factors are contributing the miscue production.

In achieving the purposes of the study, the writer applied theories of Types of Miscue (Goodman and Burke, 1973), Three Cueing Systems (Goodman, 1969), and Factors Contributing Miscues Production (Kern, 1988). The data were originated from all utterances of six participants divided into two groups encompass good readers group and poor readers group. The data were taken by recording process, and they were transcribed into transcription.

The results showed the good readers group made 23 (47%) omissions, 9 (19%) substitutions, 7 (14%) insertions, 6 (12%) self-repetitions, and 4 (8%) repetitions. Then, the results of factors contributing miscues production showed the two students were influenced by linguistic and affective factor. Meanwhile, one student was influenced by linguistic, affective, and cognitive factor. Besides, the poor readers group made 87 (44%) omissions, 49 (25%) substitutions, 33 (17%) repetitions, 19 (10%) self-corrections, and 8 (4%) insertions. Moreover, the results of factors indicating miscue production showed linguistic, affective, and cognitive factor were the three factors contributing miscue production of the three students. The result of the study showed that the good readers and poor readers made miscues in their oral reading, although the good readers made fewer miscues than the poor readers.

The writer suggests for the further writer who wants to conduct a study in the same field of RMA to use different subjects and instruments. Then, the writer suggests for the lecturers to develop their strategy of teaching reading for the students.

ABSTRAK

Purwandanik, Nurintan. (2015). **Analisa Kekeliruan Membaca: Sebuah Studi Perbandingan dari Dua Kelompok pada Mahasiswa Semester Tiga di Program Studi Sastra Inggris Universitas Brawijaya**. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing (I) Fatimah, (II) Tantri Refa Indhiarti.

Kata Kunci: Membaca, Analisa Kekeliruan, *Retrospective Miscue Analysis (RMA)*, Pembaca yang Baik, Pembaca yang Buruk.

Membaca adalah salah satu keterampilan dasar manusia selain mendengarkan, berbicara, dan menulis yang berfungsi untuk membantu manusia untuk mendapatkan informasi baru. Analisa kekeliruan adalah metode yang mencoba menganalisa respon tak terduga dari teks yang tidak dikenal dalam membaca keras. *Retrospective Miscue Analysis (RMA)* digunakan dalam penelitian ini yang terdiri dari membaca teks dengan keras, sesi menceritakan kembali dan diskusi. Langkah-langkah ini membantu pembaca mengembangkan kemampuan membaca mereka. Penelitian ini dilakukan untuk mengetahui jawaban terhadap apa jenis-jenis kekeliruan membaca keras yang dihasilkan oleh pembaca yang baik dan buruk dari mahasiswa semester tiga di Program Studi Bahasa Inggris Universitas Brawijaya dan faktor-faktor apa yang mempengaruhi produksi kekeliruan.

Dalam mencapai tujuan penelitian, penulis menerapkan teori-teori dari Jenis-Jenis Kekeliruan (Goodman dan Burke, 1973), Tiga Sistem Isyarat (Goodman, 1969), dan Faktor-Faktor yang Memproduksi Kekeliruan (Kern, 1988). Data berasal dari seluruh ucapan enam peserta dibagi menjadi dua kelompok mencakup kelompok pembaca yang baik dan kelompok pembaca yang buruk. Data diambil dengan proses rekaman, dan mereka ditulis menjadi transkrip.

Hasil penelitian menunjukkan kelompok pembaca yang baik membuat 23 (47%) penghilangan, 9 (19%) penggantian, 7 (14%) sisipan, 6 (12%) pembenaran sendiri, dan 4 (8%) pengulangan. Kemudian, hasil faktor yang memproduksi kekeliruan menunjukkan dua siswa dipengaruhi oleh faktor linguistik dan afektif. Sementara itu, satu siswa dipengaruhi oleh faktor linguistik, afektif, dan kognitif. Selain itu, kelompok pembaca yang buruk membuat 87 (44%) penghilangan, 49 (25%) penggantian, 33 (17%) pengulangan, 19 (10%) pembenaran sendiri, dan 8 (4%) sisipan. Selain itu, hasil dari faktor-faktor yang menunjukkan produksi kekeliruan menunjukkan faktor linguistik, afektif, dan kognitif adalah tiga faktor yang memengaruhi produksi kekeliruan dari tiga siswa. Hasil penelitian menunjukkan bahwa, pembaca yang baik dan pembaca yang buruk membuat kekeliruan dalam membaca keras, meskipun pembaca yang baik membuat sedikit kekeliruan dibandingkan pembaca yang buruk.

Penulis menyarankan kepada penulis berikutnya yang ingin melakukan penelitian di bidang yang sama tentang *RMA* untuk menggunakan subyek dan instrumen yang berbeda. Kemudian, penulis menyarankan kepada guru dan dosen untuk membangun strategi mereka dalam mengajar membaca kepada siswa.

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