

**READING MISCUE ANALYSIS OF THE 12th GRADE
STUDENTS OF *SMAN 01 SUMBERPUCUNG*
*MALANG***

THESIS

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ABSTRACT

Putri, Handita P. (2015). **Reading Miscue Analysis of the 12th Grade Students of SMAN 01 Sumberpucung Malang**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah. Co-supervisor: Muhammad Rozin.

Keywords: Reading, Miscue Analysis, Types of Miscue, Factor Contributing Miscue Production.

Reading is one of the language skills that is important to be mastered beside listening, speaking, and writing. Miscue analysis is a method which attempts to analyze the unexpected responses of unfamiliar text which occurs in oral reading. Reading miscue analysis is a tool for looking closely at the types of reading strategies a reader uses. Retrospective Miscue Analysis (RMA) was used in this research which comprised reading text aloud, retelling and discussion session. This research intended to investigate reading miscue analysis by 12th grade students of *SMAN 01 Sumberpucung Malang*. There were two aims in this research. The first was to find out what the types of reading miscue produced by the 12th grade students of *SMAN 01 Sumberpucung Malang*. The second was to find out what the possible factors contributing to reading miscue produced by the 12th grade students of *SMAN 01 Sumberpucun Malang*.

This research used qualitative approach. In achieving the purpose of the research, the researcher applied theories of Types of Miscue proposed by Goodman and Burke (1973) and Factors Contributing Miscue Production proposed by Kern (1988). The data were originated from all utterances of four participants. The data were taken by recording process and they were changed into transcription.

The result showed that all participants who consisted of four students produced 74 (63%) substitution miscues, 21 (17%) omission miscues, 10 (8%) correction miscues, 9 (7%) repetition miscues, and 5 (4%) insertion miscues. Then, the result of factors contributing miscue production showed that two participants were influenced by linguistic factors and cognitive factors. Meanwhile, the other two participants were influenced by linguistic factors, cognitive factors, and affective factors.

The researcher suggests for the further researchers who want to conduct a study about RMA to use more than two theories and from other theories to gain more information about RMA. Then, English teachers have to develop their strategies of teaching reading and speaking for their students. The last suggestion is dedicated for students to enrich their vocabularies by reading and speaking in English.

ABSTRAK

Putri, Handita P. (2015). **Analisa Kekeliruan Membaca Terhadap Siswa Kelas 12 SMAN 01 Sumberpucung Malang**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (1): Fatimah. Pembimbing (11): Muhammad Rozin.

Kata Kunci: Membaca, Analisa Kekeliruan, Jenis-Jenis Kekeliruan, Faktor Penyebab Produksi Kekeliruan

Membaca adalah salah satu keterampilan bahasa yang penting untuk dikuasai selain mendengarkan, berbicara, dan menulis. Analisa kekeliruan adalah sebuah metode yang mencoba menganalisa tanggapan teks yang tidak dikenal dalam membaca lisan. Analisa kekeliruan membaca adalah salah satu alat untuk mengamati jenis-jenis strategi membaca yang digunakan seorang pembaca. *Retrospective Miscue Analysis (RMA)* digunakan dalam penelitian ini yang terdiri dari membaca teks dengan keras, menceritakan kembali, dan sesi diskusi. Penelitian ini bertujuan untuk meneliti analisa kekeliruan membaca siswa kelas 12 SMAN 01 Sumberpucung Malang. Ada 2 tujuan dalam penelitian ini. Pertama adalah untuk menemukan jenis-jenis kekeliruan membaca apa saja yang diproduksi oleh siswa kelas 12 SMAN 01 Sumberpucung Malang. Kedua adalah untuk menemukan faktor-faktor penyumbang produksi kekeliruan oleh siswa kelas 12 SMAN 01 Sumberpucung Malang.

Penelitian ini menggunakan metode kualitatif. Dalam mencapai tujuan penelitian, peneliti menerapkan teori-teori dari Jenis-Jenis Kekeliruan (Goodman dan Burke, 1973) dan Faktor-Faktor Produksi Kekeliruan (Kern, 1988). Data berasal dari semua ucapan empat peserta. Data diambil dengan proses rekaman dan mereka diubah menjadi transkrip.

Hasil penelitian menunjukkan bahwa semua peserta yang terdiri dari empat siswa memproduksi 74 (63%) kekeliruan penggantian, 21 (17%) kekeliruan penghilangan, 10 (8%) kekeliruan membenaran, 9 (7%) kekeliruan pengulangan, dan 5 (4%) kekeliruan sisipan. Kemudian, hasil dari faktor produksi kekeliruan menunjukkan bahwa dua peserta dipengaruhi oleh faktor linguistic dan faktor kognitif. Sementara itu, dua peserta lainnya dipengaruhi oleh faktor linguistic, faktor kognitif, dan faktor afektif.

Peneliti menyarankan kepada para peneliti berikutnya yang melakukan penelitian tentang RMA untuk menggunakan lebih dari dua teori dan dari teori lain untuk memperoleh pengetahuan yang lebih tentang RMA. Kemudian, kepada guru bahasa Inggris harus mengembangkan strategi mereka dalam mengajar membaca dan berbicara untuk siswa mereka. Saran terakhir ditujukan kepada siswa untuk memperkaya kosa kata mereka dengan membaca dan berbicara dalam bahasa Inggris.

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