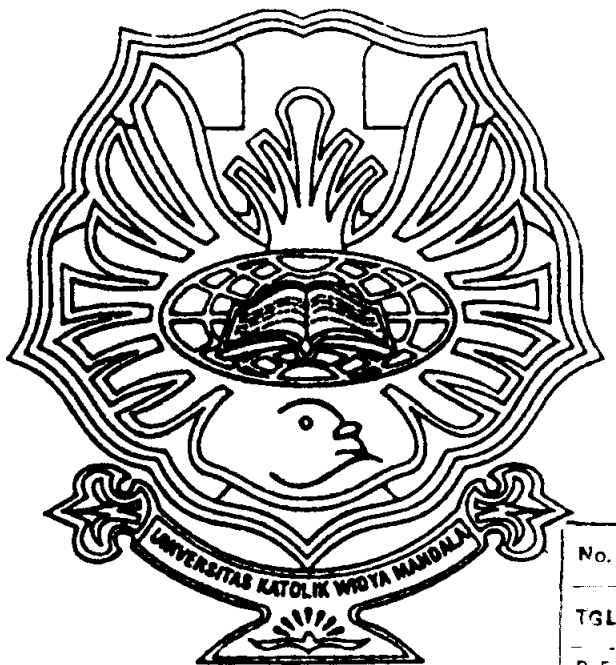
READING MISCUE ANALYSIS OF THE STUDENTS OF SMP IMKA/YMKA I SURABAYA - A CASE STUDY

A THESIS

In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching



No. INDUK	1949/99
TGL TERIMA	29. 3 '99
B E I	
F A C I H	
No. BUKU	FK-Ig Nef r-1
K E P KE	1 (satu)

By :

NEFRIANNOORA

1213090027

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FEBRUARY, 1999

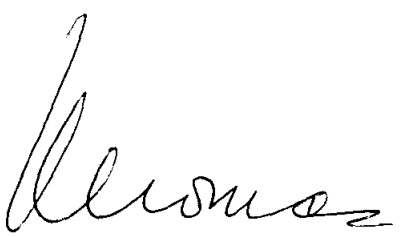
APPROVAL SHEET

(1)

This thesis entitled

READING MISCUE ANALYSIS OF THE STUDENTS OF SMP IMKA/YMKA I SURABAYA - A CASE STUDY

prepared and submitted by **NEFRIANNOORA** has been approved and accepted as a partial fulfilment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisor:



Dr. Veronica Listiyani Diptoadi,M.Sc.
Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the Committe on Oral Examination with the grade of _____ on _9 February 1999_____

Dr. D. Wagiman Adisutrisno,M.A.
Chairman

Drs. Hendra Tedjasuksmana,M.Hum.
Member

Drs. Ignatius Harjanto, M.Pd
Member

Dr. Veronica Listiyani Diptoadi,M.Sc.
Member

Approved by :

Dr. Veronica Listiyani Diptoadi,M.Sc.
The Dean of
Teacher Training College

Dra. Agnes Santi W.,M.Pd
The Dean of
English Department

Acknowlegdments

Alhamdulillahi rabbil alammin. All of the praises only belong to Him. The grace, bless and love of Him enable her to work and complete her thesis. This thesis would not be completed without the encouragement and support of a lot of people. Although the writer only writes some of them, it does not decrease her deepest appreciation and gratitude to all of them.

Dr. Veronica Listiyani Diptoadi,M.Sc., her advisor, who is very patient, encourages and helps her to have resourceful references to do the thesis.

Drs. Djoko Soeloeh Marhaen,M.A. who gives his valuable time, comments, suggestions and encoragements. His support is greatly appreciated.

All lecturers of the English Department of Widya Mandala University who have taught the writer during her study. Their support, love and sacrifice are greatly appreciated.

Her late father, Chamdani Imam Sutikno, who always wanted his children to complete their studies. His spirit always stays in her soul.

All members of The Chamdani Imam Sutikno, especially her mother - Hj. Siti Djuariah Sutikno- who is waiting for the completion of this thesis. To whom this thesis should be given.

Major Dad, Naning, AB, The Hanafi, Cak Usup, Umi, Iis, Indah, The Hamdani, Debo, Lily, Mrs. Halida Margono S.Pd., Mr. Agus who always give their full encouragement, support, love and prayers during long term of completing time.

At last, her colleagues in Sheraton Surabaya Hotel & Towers who support and allow her to take a lot of time from work to complete her thesis. Without them this thesis will never be done.

Surabaya, February 1999

The writer

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
ABSTRACT	vii
CHAPTER I : INTRODUCTION	1
1.1 The Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objective of the Study	4
1.4 Significance of the Study	5
1.5 Limitation of the Study	5
1.6 Theoretical Framework	5
1.7 Definition of Key Terms	6
1.8 Organization of the Study	7
CHAPTER II : REVIEW TO RELATED STUDY	9
2.1. Related Theory	9
2.1.1 Schemata Theory	9
2.1.2 Reading Theory	12
2.1.3 Good Reader versus Poor Reader	16
2.1.4 Second or Foreign Language Reading Theory	19
2.1.5 Miscue Theory	20
2.1.5.1 Type of Miscues	23
2.1.5.1.1. Substitution	23
2.1.5.1.2. Omission	24
2.1.5.1.3. Insertion	24
2.1.5.1.4. Reversals	24
2.1.5.1.5. Graphic Similarity	25
2.1.5.1.6. Sound Similarity	25
2.1.5.1.7. Grammatical Function	25
2.1.5.1.8. Correction	26
2.1.5.1.9. Grammatical Acceptability	26
2.1.5.1.10. Semantic Acceptability	27
2.1.5.1.11. Meaning Change	27
2.1.5.1.12. Meaning Construction	28
2.1.5.1.13. Grammatical Relationship	28
2.2 Related Study	28
2.2.1. Informal Reading Inventory	28
2.2.2. Restropective Miscue Analysis	29
2.2.3 Reading Miscue Analysis in ESL context	30

2.2.4 Paradigm Miscue Analysis in an ESL context 31

CHAPTER III : METHODOLOGY RESEARCH 33
3.1 The Nature of the Research 34
3.2 The Subject 34
3.3 Instruments of the Research 35
3.4 Procedures for Collecting Data 35
3.4.1 Planning the Test 35
3.4.2 Pretesting the Material 36
3.4.3 Analyzing the Pretest Result 37
3.5 Procedure for Analyzing the Data 38

CHAPTER IV : DATA ANALYSIS AND FINDINGS 40
4.1 Data Analysis 40
4.1.1. Graphic Similarity 41
4.1.2. Sound Similarity 47
4.1.3. Grammatical Function 48
4.1.4. Correction 49
4.1.5. Grammatical Acceptability 50
4.1.6. Semantic Acceptability 51
4.1.7. Meaning Change 52
4.1.8. Meaning Construction 53
4.1.9. Grammatical Relationship 54
4.2 Findings of the Poor, the Average and the Good Learners 54
4.2.1. The Poor Learner 55
4.2.1.1. Subject 1 55
4.2.1.2. Subject 6 56
4.2.2. The Average Learner 56
4.2.2.1. Subject 3 56
4.2.2.2. Subject 5 57
4.2.3. The Good Learner 58
4.2.3.1. Subject 4 58
4.2.3.2. Subject 2 59

CHAPTER V : CONCLUSION 61
5.1. Summary 61
5.2. Suggestion 63

BIBLIOGRAPHY
APPENDICES

ABSTRACT

Nefriannoora. 1999. **Reading Miscue Anaysis of the Students of SMPK/YMKASurabaya - A Case Study.** Unpublished Thesis. Surabaya : Widya Mandala Catholic University.

Goodman posits reading as a Psycholinguistic guessing game. He believes reading is a language process in which language interact with thought. In analyzing oral reading he founds the reader make reading miscue, **oral response (OR)** which does not match with **expected response (ER)**, that reflect the reading process itself. Thus the result compare the reading comprehension reflected from retelling and answering reading questions.

Reading miscue analysis is held in order to know the reading miscue used by the readers of SLTP in Surabaya and to analyze the readers' use of the semantic, syntactic and graphophonic (three language cueing systems) in English.

Having analyzed 6 subjects from the different levels of English (good, average and poor learners), the writers found 710 miscues under 4 catagories, those are substitution 669 (94.2%), omission 29 (4.3%), reversal 11 (1.6%) and insertion 1 (0.2%). Most of the miscues made are influenced by their first language ability. Those miscues then were described into graphic similarity, sound similarity, grammatical function, correction, grammatical acceptability, semantic acceptability, meaning change, meaning construction and grammatical relationship.

From the findings, the writer finds that in reading English, readers transfer their reading ability from their native language, thus, their English ability does not influence too much. The subjects who are poor learners tend to pay attention too much in pronouncing words which make them difficult to understand the passage read. One of the average learners also does the same thing as the poor learner do while another could read very well. Both of the subjects who are good learners are also the good English readers.

Finally the writer gives some suggestions on how to optimize the reading ability.