

CHAPTER I

INTRODUCTION

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1.1 BACKGROUND OF THE PROBLEM

English, the first foreign language in Indonesia holds an important role in the communication with other nations. The communication is emphasized on developing knowledge, technology and culture. This statement is stated in the GBPP (Garis-garis Besar Pengajaran Program Pengajaran) of SLTP English Curriculum (1993:1)

English is the first foreign language in Indonesia which is considered important for the aim of absorption and development of knowledge, technology and culture and also the improvement of relationship with other nations. Considering the importance of English in Indonesia, the GBPP of SLTP English Curriculum determines English subject as a compulsory subject to be taught. It is functioning as self-development instrument of the students in order to become intelligent, skilled and having Indonesian personality and also ready to take part in the national development (1993:1).

Although the teachings of four skills of English emphasize on reading, a lot of SLTP graduates still find difficulty in reading English textbooks. One of the factors which influences this fact is that the students usually use the wrong reading strategies. They translate every single word found in the text into Indonesian and it makes them lose the whole meaning in the text. Instead, getting meaning is more important than identifying words (Webster cited by Weaver, 1982:19).

Reading is easier for the students if he has learned to think the meaning on sight of the context and derive meanings of puzzling words through context clue (Hildreth, 1954:544). This statement is supported by Goodman (1976:54) who describes reading as a psycholinguistics guessing game which involves an interaction between language and thought. Efficient reading does not result from precise perception and identification of all elements, but from the ability in selecting the necessary clues to guess the content of passage which is right at the first time.

Based on those theories, Goodman in Weaver (1980: 20) introduce Reading Miscue Analysis. This research involved the analysis of mistakes made by the reader when reading aloud. He rejects the term 'mistake' as it implies misconception. He uses the term 'miscue' to any observed oral

response to print which does not match the expected response. It provides the evidence that something more than mechanical decoding is going on when readers process texts. They found that in many instances deviations from what was actually written on the page made sense semantically --for example, a reader might read the sentence 'My mummy cooks fried rice' as 'My mother cooks fried rice.' If the reader reads 'My tummy cooks fried rice' this would be evidence that he is decoding mechanically, not reading by meaning. Long (1989:4) says that miscue analysis provides a base upon which teachers and researchers construct theories about how reading works, discover how students read, and explore the readers' knowledge about language. Through the information, reading strategies can be developed into effectiveness and efficiency.

Reading miscue research is usually taken in the native language, as it is only few are taken in the second language. Rigg (1976,1977), Barrers (1978), and Clarke (1981) cited by Tatlonghari (1984) are the few researchers who had successfully conducted the research in ESL field. As Goodman in Alderson, Charles J. and A.H Urquhart (1984:33) says that the reading process will be the same for all languages.

Reading problems should be detected early and corrected before they deteriorate into failure and thus, into frustration reaction cases (Heilman, Blair, Rupley, 1981:12). Students will feel frustrated as they keep making the same mistakes in their reading unless we correct them at the earliest stage. The writer feels it is important to know the strength and weaknesses of the SMP students' reading in English as SLTP is the basic level in which students study English. Therefore, the writer conducts reading miscue analysis study in the SLTP level.

1.2 STATEMENT OF THE PROBLEMS

The problems posed in this study are: 1). What oral reading miscues do the readers of SLTP level make? 2). What syntactic, semantic and graphophonic cues --respectively-- do the readers make? 3). How do the poor, average and good learners comprehend the written text?

1.3 OBJECTIVE OF THE STUDY

The chief objectives of this study are: 1) to identify the English oral reading miscues of the readers of SLTP level. 2) to analyze the readers' use of the three languages cueing systems (semantic, syntactic, and graphophonic) in reading English. 3). to analyze the poor, average and good learners' reading strategies in reading English.

1.4 SIGNIFICANCE OF THE STUDY

The writer hopes that this study be of some use for the English teacher to observe the students' reading behavior, and thus, in turn, to help them improve their reading ability.

1.5 LIMITATION OF THE STUDY

The writer finds it is necessary to limit the scope of this study. The subjects of this study were the students of the second-grade of SMP IMKA/YMKA I Surabaya. The writer chose six students randomly taken from the good, average and the poor learners. Those classifications are taken from their English marks, as there was no single English reading marks.

1.6 THEORETICAL FRAMEWORK

Marek and Kenneth Goodman (1989:1), in their paper, Annotated Miscue Analysis Bibliography, stated the major conclusion of using miscue analysis in their research. They are as follows:

1. There is an active construction of meaning that occurs during reading. In constructing meaning, readers use strategies such as predicting, confirming and correcting. Readers predict what the writer is saying in the passage, confirm by reading the passage then adjust their predictions and facts in the text. Readers also use the graphophonic, syntactic, semantic

and pragmatic cueing system in language. The knowledge of language such as sounds, words, and the arrangement of words takes an important part to help readers to construct meaning. Although readers have different ability of using reading strategies and the language cueing system, they have similar ways to construct meaning.

2. Miscues, the “mistakes” made during reading, are an important part of the reading process. They inform researchers and teachers about how readers interpret texts, using mechanical coding or more than mechanical coding. They are also used as the tools for readers to develop readers’ reading ability. They reveal readers’ point of view, background knowledge and experiences as the differences could influence readers’ ability of meaning construction.

1.7 DEFINITION OF KEY TERMS

To avoid misunderstanding or misinterpretation, the writer thinks it is necessary to define the key terms that are often used in her study.

Miscue is the implication of any observed **oral response (OR)** which does not match the **expecting response (ER)**, in this case the same as the written text given (Goodman: 1976). The oral response is any response of the readers

when they are reading aloud, while the expecting response is the words which are stated in the passage.

Miscue analysis is based upon which teachers and researchers construct theories about how reading works, discover how students read, and explore readers' knowledge about language (Long: 1980). In other words, miscue analysis is analyzing the oral response of the students which does not match the written text.

Poor learner is a subject who has bad English mark in school.

Average learner is a subject who has average English mark in his school.

Good learner is a subject who has good English mark in his school.

These three categories of learner are taken by the English teacher.

Reading strategies is the strategy which is used by the student in order to comprehend the text.

Reading ability is the ability of the student to comprehend the text.

1.8 ORGANIZATION OF THE STUDY

This study consists of five chapters. Chapter I includes the introduction: background of the knowledge, statement of the problem, objectives of the study, significance of the study, limitation of the study, theoretical framework, definition of key terms and organization of the study.

Chapter II discusses review to related theory and related study. Chapter III states the research methodology. Chapter IV states finding and interpretation of finding. Chapter V is the conclusion and suggestion.