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rawijaya Universitas Brawijaya University ACKNOWLEDGEMENTS Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braise due to God the Almighty who own the universe, for His blessing Sitas Brawijaya **Universitas Brawijaya** univers, and who script my destiny. I give profound gratitude to Him as my creator who confers me a big chance to finish this thesis. Universitas Brawijaya Universitas Brawijaya Universitas BraFirst of all, I wish to express my sincere gratitude and appreciation to thesitas Brawijaya Supervisor Dra. Ismarita Ida Rahmiati, M.Pd for her preferential guidance, Universi immeasurable encouragement and excellent advice led me to accomplish this Br Universithesis. I wish to convey my honorable gratitude to Co-supervisor Fatimah, sitas Brawijaya M.Appl.Ling. for her brilliant improvement for my imperfect cerebration and for Universi her carefulness in giving perfection in my thesis. Then, I would like to show my sitas Iniversi sincere gratitude to the examiner Dra. Endang Sasanti, M.A. for the valuable input and excellent feedback toward my thesis. An endless gratitude is always given to my beloved parents, Puji Astikos tas and Datik Widyanti for their glorious benediction, infinite affection and Universit remarkable motivation which lead me to be a useful person. I am also grateful to sitas Brawijaya my grandfather, grandmother and beloved sister Yiska Zefanya for the untold University Support. My special gratitude is given to dearest Stefanus Lutfi Eliazer for his Universi unconditional sincerity, boundless motivation, endless prayers, and infinite helpsidas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya all the time. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Moreover, the biggest thank given to ASD college students at the inclusive Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi school Galuh Handayani Surabaya who voluntarily participated in this study and sitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Astiwidya, Virandha Dea Ayu. (2014). English Reading Miscue Analysis on Autistic Spectrum Disorder (ASD) Students at the Inclusive School Galuh Universi Handayani Surabaya: A Case Study. Study Program of English, Department of Sitas Brawijaya Universi Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Stas Brawijaya rawijaya Supervisor: Ismarita Ida Rahmiati Co-supervisor: Fatimah. Brawijaya Universitas Brawijaya Keywords: Reading, Miscue Analysis, Retrospective Miscue Analysis (RMA), Stas Brawijaya Si Autistic Spetrum Disorder (ASD), Inclusive School Galuh Handayani Surabaya. Sitas Brawijaya 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 sitas Brawijaya Universit development ability. The instructions on Retrospective Miscue Analysis (RMA)sitas Brawijaya 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. Inversitas Br 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 sitas Brawijaya Universitive qualified to participate in the study. The data were originated from allsitas Brawijaya 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-sitas Brawijaya Universit corrections, 5 (4%) reversals, 4 (3%) insertions, 2 (1%) repetitions. The results of sit as Brawijaya factor identification showed linguistic, affective and cognitive factors as the three states R 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. Universitias Brothe writer recommends the next writer who wants to conduct a study in a sitas Brawijaya University similar concentration to examine different subjects using RMA based on various sitas Brawijaya Universit<sup>tacets</sup>rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas INTRODUCTION ersitas Brawiiava Universitas Brawijaya Universitas Brawijaya Universitas Brathis chapter explores the paramount concept comprise background of thesitas Brawijaya tas Brawijaya Universitas Brawijaya Universi Universit1.1 Background of the Study Reading habit potentially grants a big contribution in increasing human University Branch Reputed Procedure Commentary Reputed Procedure R Universitwhich is supposed to be improved. It is also indeed to be trusted as a window of sitas world knowledge which aims to gain the insight source. Reading is the dominant skill supporting academic growth in which the role of reading significantly improves among other skills such as speaking, listening and writing. Goodman (1976, p.504) explains that skill in reading involves not only for greater precision, Universibut it is more accurate at the first guesses based on the better sampling techniques, sit as Brawijaya greater control over language structure, broadened experiences and increased Universit conceptual development. Logically, reading concerns on psychological development that affects the relationship between the production of language itself and its implications toward mind. The basic premise underlies the psycholinguistic view of reading, as stated by Goodman (1973, p.4) who states Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya "reading is a psycholinguistic process because it uses language, in written form to get to the meaning." Essentially, reading as facilitator aims to capture particular Universi information and message which contain in the text. Chastain (1988, cited insit as Huszti 2009 p.2) implies that "reading is as a receptive skill...as a decoding skill, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi which terminology derives from the idea of language as a code, one which must sit as Brawijaya Universitas Brawijaya University perception, it can be inferred that reading is an active action that affects that Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas psychological process where the reader apprehends the intention of message from a text that can be applied through oral reading. Universitas Braoral reading is known as reading aloud. It is one of reading techniques that sit as Brawijaya is practiced in loud voice. Practicing oral reading tends to open up a golden chance to explore the other potential major skill in language learning, particularly University predispose speaking skill in terms of pronunciation. As revealed by Panova (1989, sitas cited in Huszti 2008 p.105) that "reading a text aloud is important for maintaining Universi and perfecting the pronouncing skills of the learners." Furthermore, another positive focus is related to psychological domains which denote that reading aloud can contribute to increase students' engagement, understanding, and motivation Universi (Albright, 2002), as the result, error is naturally engaged during reading aloud process called as miscue. Universitas BraGenerally, miscue (Oral Reading Error) occurs at the time when reading sitas Brawijaya text within loud voice that refers to an unexpected response error or mistake which is unconsciously done by the reader. The kinds of miscues emerging can be Universi identified by using miscue analysis through linguistic approach. Miscue analysis it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra allows the investigators to assess readers' metalinguistic abilities (Francis, 1999 University cited in Ferguson et al 2003, p.52), use of semantic, syntactic and graph phonic Universitas Brawijava Universitas Brawijava Universitlanguage / cues, and prediction and confirmation strategies (Goodman and itas Goodman, 1994 cited in Ferguson et al 2003, p.52). Thus, miscue analysis is used Universitas Brawijaya Universitas Brawijaya

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Universitacet. Those reading difficulties are obviously salient experienced by studentssitas Brawij with Autistic Spectrum Disorder (ASD), in view of their limitedness as regards Universi mentally disordered. ASD is diagnosed having some difficulties in the social, Sitas Brawijaya Universi language and communicative domains (Koyama 2005, p.1) as the resistors which lead them to get trouble in reading skill mastery. So, sooner or later miscue can Universit occur while reading orally. The result of miscue identification is very important to reform the autism educational system, in terms of reading. Miscue identification Universithrough reading miscue analysis will give significant benefits toward reader's sitas Brawijaya psychology, which is to train their comprehension. Miscue production commonly happens as a result of poor reading habits. It Universi is also produced by ASD students who are diagnosed brain damage in learning at sitas Brawijay Universitas Brawijaya organize children with special needs to get an appropriate education that support sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers Universitheir special necessity. Meanwhile, it is an interesting and challenging topic to be sit as investigated when miscues are produced by ASD as college students considering Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universithe higher level of their English mastery at one of the inclusive schools namelysitas Brawijay as Brawijaya Universitas Brawijaya Universit Universi Handayani becomes the first private school which was established in 1995 for Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br children with special needs. It is located at Jl. Manyar Sambongan 87-89, east Surabaya. This school is assessed as the excellent and unique private inclusive Universit school because it becomes the only inclusive school which is ranging from the sitas Br primary level that is elementary school up to tertiary level, which is a college. In Universition order to limit the data, the writer chooses ASD students with Asperger's Disorder UniversitSyndrome (ADS) type who have advanced vocabulary and great passion to talksitas more, thus they are convenient to be applied in this study which needs more Universi participant's action. ASD college students are chosen as subjects of this study by considering the important review that they have long-time experience in English literacy Universi comprehension, that is the best one than others, in view of they have learningsitas Brawijaya difficulties. In order to avoid subjective judgments in inferring the result, the University writer chooses two representatives of college autistic students who are non-native stated Brawllay speakers of English. They are selected based on some criteria to be explored deeply by considering that they belong to good English readers at the level of University autism. Another consideration, they are categorized as higher-functioning autisms it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas that have high average IQ. Based on their English teacher's perspective, they have good skills in English communication and reading rather than others. Universitas Brawijava Universitas Brawijava Universitas Br Regarding this study, the writer analyzes the miscue by following the it procedure of Retrospective Miscue Analysis (RMA). According to Goodman Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universi (1996, p.600 cited in Deleo 2013 p.8), "Retrospective miscue analysis (RMA) issitas Brawijaya Universitas Brawijaya Universitas Brawijaya an instructional strategy that invites reader to reflect on their own reading Universit process." The procedure will help the writer to investigate the miscue analysis sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya toward participants directly. On the other hand, the writer also elaborates the result of miscue analysis by exploring the overview of some experts to support Universithis study to become more trustworthy and feasible. S Brawijaya Research in the scope of reading miscue analysis is ongoing widely in progress. In earlier, miscue analysis is properly only used to investigate native Universitreaders (Huszti 2009b, cited in Hapsari 2013 p.2) but in overtime reader whositas Brawijay reads English as second or foreign language can also be investigated. The Universi previous miscue study by Hapsari (2013) entitled "Reading Miscue Analysis of Sitas Brawijaya Second Semester Students in Study Program of English Universitas Brawijaya" found that good readers of English as Foreign Language (ESL) produced 59 Universi miscues, omissions types is the highest number of miscues. Qiuyan and Junju'ssitas Brawijaya (2011) study entitled "Investigating the Miscue-reflected EFL Oral Reading Universit Process: A Case Study" showed that miscues with syntactic acceptability and high Sitas Brawijaya graphophonic are more frequently produced in case of expository essay wherefore, linguistic and cognitive factors. Those previous miscue studies are Universitused as references to support this study for further improvement. Vijaya Universitas Brawijaya reading aloud by the two representatives of college ASD with ADS's type University students. The problems of this study are only focused on the miscues types and sit as the contributory factors to miscue production. In conducting this study more **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya University comprehensive and deeply, the writer intends to answer the research problems bysitas Brawijaya as Brawijaya Universitas Brawijaya Universit University of this study is deeply explained under two major theories covering types of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya miscue (Goodman and Burke, 1973) and three cueing systems (Goodman, 1969) and three cueing systems (Goodman, 1969) under the auspices of RMA theory proposed by Goodman (1969) and Kern (1988) Universitivho propose the factors contributing the language production theory, due to thesitas Br reason that these theories is the basic and detail theory that can decipher this study Universities to be more exhaustive and comprehensive. ore exhaustive and comprehensive.

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The results of this study are useful to enrich the new insight in field of sitas linguistics especially in psycholinguistics branches about an analysis of reading Universi miscues which significantly used as references for the future researchers in the same concentrate. It also can be used as references to help the teacher to modify teaching method as effective as possible to explore the student's understanding in Universi reading text. The identification of miscue which is directly done by the writer will help the students to improve their skill on reading so that can support them to be University good readers. Hopefully, this study stimulates the emergence of creativity, ideas Brawijaya and also develops RMA on using different subject. The other expectations, it can emerge various strategies in learning to reduce the ASD weaknesses in terms of Universiteading miscue. Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universithis study entitled "English Reading Miscue Analysis on Autistic Spectrum Universitas Brawijaya Universitas Brawijaya Universit (ASD) Students at the Inclusive School Galuh Handayani Surabaya: A Casesitas Brawijay Universitas Brawijaya Universitas Brawijaya Study." Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Br-To avoid ambiguity and misunderstanding on the terms used in this study		
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rawijaya	1. Reading: is as a receptive skill because the person who reads a written	rsitas Brawi	jay
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rawijaya	1088 cited in Huezti 2000p 2)	rsitas Brawij	
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rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas 2. Miscue: is an observed response that does not match what the personsitas Brawijaya listening to the reading expects to hear (Goodman, Watson and Burke, rawijaya Universitas Braujaya Universitas Brawijaya rawijaya Universities 3. Miscue Analysis: is the procedures that are specifically designed to the Brawijava rawijaya identify and evaluate the strategies used by a particular reader to process Brawijaya Universitas Brawritten material (K. Goodman, 1969, 1973, Y. Goodman and Burke 1972sitas Brawijaya Universitas Brawijaya cited by Hapsari 2013 p.5). Universitas 4. Retrospective Miscue Analysis (RMA): is an instructional strategy that invites reader to reflect on their own reading process (Goodman, 1996, sitas Brawijaya p.600 cited in Deleo 2013 p.8). 5. Autistic Spectrum Disorder (ASD): is a pervasive neurodevelopmental Brawijaya rawijaya disorder, primarily encompassing difficulties in the social, language, and rawijaya communicative domains (Koyama 2005 p.1). The Inclusive School Galuh Handayani Surabaya: is one of privatesitas Brawijaya Universitas 6. schools located in Jl. Manyar Sambongan 87-89, east Surabaya which Universitas Braccommodates and organizes children with special needs such as autism, Sitas Brawijaya blind, deaf and so on to get an appropriate education that support their Brawijaya special necessity. **Universitas Bray Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijava** rawijaya

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rawijaya	Universitas BraThis chapter elaborates fundamental explanation and relevant idea about sitas Brawijay
rawijaya	theoretical framework and the previous studies that support the study.  Universitas Brawijay
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rawijaya	Universitas Brawijay Theoretical framework concerns on theories of linguistics branches as
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rawijaya rawijaya	Universi reading theories, oral reading, and second or foreign language theory, reading brawijay Universitas Brawijay
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rawijaya	analysis, three cueing systems and the factor influencing the language production.  Universita  Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	Universit 2.1.1 Autistic Spectrum Disorder (ASD)  Universitas Brawijay
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rawijaya	Universitas B. Autism is a pervasive developmental disorder which is characterized by Universitas Brawijay
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rawijaya	Universit and stereotypic patterns of behavior, interests and activities (American Psychiatric Brawijay
rawijaya	Universitas Brawijay Association (APA), 1994). Koyama (2005, p.1) defines Autistic Spectrum Universitas Brawijay
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rawijaya	Universi Disorder (ASD) Uis va spervasive ineurodevelopmental Edisorder, a primarilysitas Brawijay
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rawijaya	Universit The characteristics include developmental delays, absence or impairment of itas Brawijay
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rawijaya	Universi self-stimulation. Concerning linguistic deficit, the guide book "Teaching Students it as	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas With Autism (TSA)" (1999) lists the following points, autism has any impairments	s Brawijay
rawijaya	Universitin nonverbal communication cover comprehending verbal information following	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
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rawijaya	initiating conversation, using rules, maintaining a topic and interrupting and	Brawijay
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rawijaya	Universitas Brawijaya Universitas Universitas Language. Autism has behavior impairments to attend relevant cues, disengage and universitas	Brawijay
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rawijaya	University psychomotor of those impairments produced.	
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rawijaya	University genres within textbook. Each genre has its own goals, such as narrative text is its	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitaimed to entertain the readers, while report and descriptive focus on describingsitas Brawijaya and informing something to the readers. Universitas Br From a brief review above, the role of textbook is widely contributing in Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiterm of providing complete information and transferring the knowledge in detail. In this study, the writer uses the kind of narrative text within the three different Universitopics taken from English educational textbook for senior high school./a **Universitas Brawija** Universitas Brawijaya
Universitas Among other important skills such as speaking, listening and writing in sitas Brawijaya Universi learning process, reading as the basic skill has to be mastered because reading brings a good influence toward the other skills. Taylor (2006), believes fluency in Universitoral reading is widely embraced as a key goal in the primary grades as well assitas repeat oral reading as a means of developing such fluency. Written text or printed Universit media is helpful for the reader to catch information and construct the meaningsitas Brawijaya behind the information. As supported by Baker (1980), learning to read will be easier if the language is written as it sound. Learning to read is valued by many Universit societies and the ability to read is considered most important aim of educations it as (Strommen and Mates. 2004, cited by Yildirim 2012, p.79). In improving reading skill, it uses a quite simple way but it brings the greatest development toward the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Universi skill. The importance of reading skill is supported by Goodman (1976, p.9) who sit as Br argues "skill in reading involves not greater precision but more accurate first ers guesses based on the better sampling techniques, greater control over languages has Brawllay structure, broadened experiences and increased conceptual development." Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Braeading is a psycholinguistic process since it deals with how language issitas Brawijaya interconnected to thoughts. Reading is a psycholinguistic process by which a University reader- the reader language user- reconstructs, as best as he can, a message which Universithas been encoded by a writer a graphic display (Goodman 1970, cited by Husztisitas Brawijay 2009, p.29). The concept of reading process is elaborated by Just and Carpenter Universi (1987), reader is encoding the percept of word, relating it to a body of knowledge Sitas Brawijaya associated with the word, then analyzing its syntactic role, processing its relationships in the context of the text-schema, and then establishing its Brawijaya Universit significance in the real world. By applying reading skill in learning process, there it as Brawijaya are five reading skills that are needed to be improved. As proposed by National Universit Reading Panel (2000, cited by Weaver, 2009) those are phonemic awareness, sitas Brawijaya phonic, fluency, vocabulary, and comprehension. The conclusion is fluency in reading can help the reader to recognize the Universi letters and the sounds of words and make them go through the understanding of itas Brawijay Universitas Brawijaya process begins when readers construct words to form a meaning to get an rsitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universit Universitunderstandable context within the text. jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universit**2.1.4 Oral Reading**niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Reading technique is divided into two, namely silent and oral reading. Universit This study focuses on reading orally or known as reading aloud. Practicing, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi reading orally will improve oral reading fluency. The most salient characteristic of sitas Brawijava skillful reading is speed with which text is reproduced into spoken language Universit(Adams, 1990). The speed and accuracy in speaking will encourage reproduces it as Brawijaya pronunciation fluently and correctly. As supported by Kylchnikova (1973, cited University by Huzsti 2009, p.32) that in language learning, reading aloud is important to Universit develop a phonic reading technique. Reading aloud is mentioned in the academic literature by some of the Universi writer as an assessment technique by which reading is tested (Fordham, Holland, Sitas University and Millican, 1995, Alderson 2000, cited on Huzsti 2009, p.32). By reading in Universitioud voice, the writer can identify the reader's strategy used in reading. Oral sitas Brawijaya Universitreading is an active language process that provides a window for observingsitas Brawijaya children's reading strategy (Wu and Anderson, 2007, p.48). The effective strategy Universitised will help the reader to maintain and master reading in a better way. It is sitas Brawijaya proved by Medgyes (1997, cited in Huszti 2009 p.32), "reading aloud does not only improve the learner's pronunciation in the foreign language, but it also helps Universi the teachers to see whether the learners understood the meaning of the words, the itas Brawijay Universitas Brawijaya University and analyze the students' understanding toward the content of the text that they Universitas Brawijava Universitas Brawijava Universitas Brawijava Universi Universithave read directly. Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijava Universities Br From the explanation above, the writer infers that oral reading is one of it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya techniques to find out reading strategy used by the reader even more it supports Universithe reader to be proficient in reading in terms of pronunciation. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brahe transformation of reading process in foreign or second language (L2) sitas Brawijaya is usually influenced by the process and skill used in reading first language (L1). Sitas Durgunoglu and Hanchin-Bhatt (1992, p.2) argues "when bilinguals are reading in University second language (L2), they usually bring to the act a wealth of knowledge, sitas Brawijaya Universi strategies, and process from their first language (L1). "Reading ability in first language can affect the ability in reading second language. It happens because of Universithe background language inside terms of structure, vocabulary and pronunciations it as among L1 are far different with L2. As a result of L2 needs more effort rather than Universit1 in reading. Durgunoglu and Hanchin-Bhatt (1992, p.5) states that readers can sit as Brawijaya use their ability of reading on their L1 to use it in reading the L2, but not only when readers have certain linguistic proficiency of L2. Universitas BraBased on the explanation above, it can be inferred that to give the easiestsitas Brawijaya way in reading L2, the reader is recommended to use his or her L1 reading proficiency supported by improving listening, speaking and writing ability in all ersitas Brawijava – Universitas Brawijava Universitas Brawijava – Universitas Brawijava Universitaspects, wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.1.6 Reading Miscue Analysis Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Reading miscue analysis was introduced by Kenneth Goodman in the mid-sitas Brawijava 1960s. An error or mistake produced by reader during reading orally known as **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi miscue. The term "Miscue" proposes by Goodman and Marek (1996 cited insit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Deleo 2013, p.15) is used in order to avoid the negative connotations of terms, Universitlike error or mistake and to emphasize the belief that reading is cued by language Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and personal experience. Miscue is directly produced unconsciously and sites Brawiiava unexpected reaction while reading. Martens (1997, p.2 cited in Mante, 2006) Universitargues "miscues as neither unexpected responses which were neither random, sitas Br Universitas Brawijay Universitas Brawijaya B Universities Braw Universities Braw Universities Braw Process. Reader cannot maintain error or mistake that occurs during University reading aloud because it naturally happens. It is proved by Goodman (1996, cited sitas Brawij in Deleo 2013 p.7) who states that mistake as merely a natural part of our Universi learning. Goodman (2008, p.2) describes "miscue analysis can help the teachers learning." University and researcher construct theories that build and expand on psycho/sociolinguistic model of reading, discover how people read, understand reader's knowledge about Universitlanguage, and as a result supports student's reading development." Miscuesitas Brawijaya analysis provides systematic way of observing, evaluating, and comparing one set Universit of strategies used by three students to approach a specific reading task sitas Brawijaya Miaya Universitas Universi (Miramontes 1990, p.375). Thus, reading miscue analysis as guidance can encourage the students to manage their own development of reading ability. Universitas Br So, this tool gives mutual benefits among the teacher while recognizing it as Brawijaya Universitas Brawijaya Universitability. Furthermore, miscue analysis is helpful for the writer to find out the Universitas Brawijaya Universitas Brawijaya Universitmiscue occurring during reading aloud.jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universit2.1.7 Retrospective Miscue Analysis (RMA) Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Retrospective Miscue Analysis (RMA) is known as the procedure in University analyzing miscue. Wur, Theurer, and Kim (2009) define RMA is an instructional Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi strategy that aims to heighten a reader's awareness of the reading process by the strategy that aims to heighten a reader's awareness of the reading process by recording him or her reading aloud and then later involving the reader discussion Universit of the recorded reading, noting places where the observed response varied from sitas Brawijaya the expected response based on what was printed in the text.

Goodman (2009, cited in Hapsari 2013, p.14) proposes the two major Universit purposes of RMA. RMA has some purposes as instructional tools. In this tool, the sitas readers will be invited to build insights into themselves as readers and reading process. Here, the reader has the opportunity to know their own strategy that they sit as Brawijaya used when reading and how they should revalue their ability on reading. In fact, RMA session helps to revalue himself as a reader by showing him the effective Br Universi strategies they use, because it can help the readers come to appreciate their own strengths, to recognize the productive strategies they already use, and to build Universit positively on those (Goodman and Marek 1996, cited in Moore and Gilles 2005, Sitas Brawijaya p.76). The second purposes, RMA as a research tool is provide knowledge to teacher and researcher on the ways of how the reader respond their own miscues University and how the role of miscues influences reading development. This tool contributes it as Brawijaya Universitas Br RMA is the expanding procedure from RMI (Reading Miscue Inventory). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Theurer (2002) implies the reader will examine the reader's miscues to determine sitas the degree of graphophonic similarity, syntactic acceptability and meaning change Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya University when compare to the expected response. In RMI procedural, readers only read the sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya text orally, and then they will be asked to retell the text that they have read. Universit Continuing that procedural, in RMA discusses more extensively where the reader Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br takes note of his own miscues and later evaluates and reflects on the effects of these miscues on their comprehension (Flippo, 2001, cited by Mante 2006 p. 184). UniversitThe writer will share the result of miscue production concerning the reflection of sitas their miscue with notes all RMA activities to be recorded. In fact, Strickland and Universit Strickland (2000, cited by Hapsari 2013, p.16), in RMA, the reader and the Universition partner together discuss the reader's miscues by determining: (a) sitas whether or not the miscue makes sense, (b) if it is corrected, (c) if it needs to be corrected. The assessment from the discussion will help to improve the reader's sites ability especially in reading. The procedure of RMA is implemented within some steps. First, the writer si must choose the material that is challenging and unfamiliar to them. Goodman (2008) implies "the reader is given a selection to read which is considered to be Universitivithin the language and conceptual knowledge of the reader, but which is sitas Brawijaya unfamiliar and somewhat challenging. "Hence, one of important steps for using miscue analysis the writer should be critical in terms of electing the material. The Universi text which elected for the respondents should be according to the provisions as it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br follows relatively new as regards vocabulary that depends on their level and enticing topics. Goodman and Burke (1972, in Tatlohangri, 2002, cited in Mante, Universit 2006, p.18) said "the materials should be new to the participants and within their sitas instructional level; the set should both fiction and non-fiction selections, and they Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universita	tution  on  sal said finall ya unive  orrection ive see	Play Work  His for ^work  finally y said  Brawijaya  Brawijaya	Write the su appropriate par Circle the word missing.  Indicate by using the word above Symbol that su words, phrase interchanged.  Underline the word above the words of the words words.	ubstitute word rt of the best. rd, words or par ing insertion sign e. shows which par es and clauses word repeated. C beside the corn	ue: Iversitas Iniversitas Universitas Universitas above the as above the as ats of words Universitas and writing Universitas to of letters, have been universitas universitas rected word.	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
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rawijaya	Universita Universitas	tution  ion  sal tition  on  wrection ive see she from M, Walsh, June ya Universitas ya Universitas	Play Work  His for ^work finally y said  Brawijaya  e 1979, Source: J Brawijaya Brawijaya Brawijaya Brawijaya	Write the su appropriate par Circle the word missing.  Indicate by using the word above Symbol that su words, phrase interchanged.  Underline the word above Place a small place MC for rournal Education and words.	ubstitute word rt of the best. rd, words or par ing insertion sign e. shows which par es and clauses word repeated. C beside the corn miscorrection. and Skills (2014) Brawijaya Brawijaya	ue: Iversitas Universitas Universitas Universitas above the as above the as as as to of words Universitas to of letters, have been universitas universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universita Universitas	tution  on  sal said finall ation  orrection ive see she from M, Walsh, June ya Universitas ya Universitas ya Universitas	Play Work  His for ^work finally y said  Brawijaya e 1979, Source: J Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Write the suppropriate participate of the word above Symbol that suppropriate by using the word above Symbol that suppropriate by the words, phrase interchanged. Underline the words a small of Place a small of Place MC for rournal Education and the words and the words are the words.	ubstitute word rt of the best. rd, words or par ling insertion sign e. shows which par es and clauses word repeated. C beside the corn miscorrection. and Skills (2014) Brawijaya Brawijaya Brawijaya	ue: iversitas Iniversitas Universitas Universitas above thetas ets of words Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya	Universita	tution  on  sal said finally tition Universities ya Universiti	Play Work  Play Work  His for ^work finally y said  Brawijaya Play Work  His for Awork Finally y said  Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Write the su appropriate par Circle the wormsising.  Indicate by using the word above Symbol that su words, phrase interchanged.  Underline the words are a small of Place a small of Place MC for rournal Education and the sum of the words.  Universitas Univer	ubstitute word rt of the best. rd, words or par ing insertion sign e. shows which par es and clauses word repeated. C beside the commiscorrection. and Skills (2014) Brawijaya Brawijaya Brawijaya Brawijaya	ue: Iversitas Universitas Universitas Universitas above the as ats of words Universitas	Brawijay
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rawijaya	Universita Universita Universita Universita Universita Universitas	tution  ion  sal said finall stion Universities ya Universitie	Play Work  Play Work  His for ^work  finally y said  Brawijaya	Write the su appropriate par Circle the word missing.  Indicate by using the word above Symbol that su words, phrase interchanged. Underline the word above Place a small Place MC for rournal Education auniversitas Universitas Universi	ubstitute word rt of the best. rd, words or par ling insertion sign e. shows which par es and clauses word repeated. C beside the corn miscorrection. and Skills (2014) Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya	Universitas	Brawijay
rawijaya	Universita	tution  on  sal said finally a Universitas ya Universitas	Play Work  Play Work  His for ^work finally y said  Brawijaya Play Work  His for Awork  Finally y said  Brawijaya  Brawijaya	Write the suppropriate participate of the word above. Symbol that suppropriate participate interchanged. Underline the words, phrase interchanged. Underline the words as words, phrase interchanged. Universitas	ubstitute word rt of the best. rd, words or par ling insertion sign e. wijaya shows which par es and clauses word repeated. C beside the corn miscorrection. and Skills (2014) Brawijaya	ue: Iversitas Universitas Universitas Universitas above thetas atts of words Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Br In achieving the objective of the study, the writer applied these six types of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya miscue proposed by Goodman and Burke (1973) to answer the first research rawijaya University problem related to detecting miscue types produced by college ASD students. Versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 2.1.9 Three Cueing Systems Universitas Brahe uses of three cueing systems are applied in the study of reading sitas Brawijaya Universi miscue with the aims to construct the meaning. Universitas Bray It is explained by Goodman Goodman (1994, cited by Ferguson, et al Universit2012, p 52) that, "reading is not precise process of identifying letter-by-letter or word-byword, but rather, as in listening, a highly "complex and active process" which involves "processing language and constructing meanings" from multiple cues from graphophonic, syntactic, and semantic systems of the Sitas Brawijaya language" To some extent, miscue analysis give researchers access into how readers cues in Universithe text to make inferences and predictions about what is to come (GoodmanSitas Brawijaya Universi 1996, 1997, cited by Ferguson, et al 2012 p. 51). In this study, the writer used three cueing systems after the miscue had Universities and coded using types or scoring systems of miscue analysis bysitas Brawijaya Goodman and Burke (1973). The writer analyzes the miscue in terms of three Universit cuing systems by Goodman (1969, cited in Department for education and skills Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2014, p. 7-9) ya Universitas Brawijaya Universitas BraThe graphophonic system refers to the sounds of the language. This issitas Brawijaya about the relationship between sound and written form. Johnson (retrieved in rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya

	em electro promisiono em electro promisiono em electro promisiono e	TITT OT OTTOO	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya L	Jniversitas	Brawijay
rawijaya		Jniversitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Jniversitas <b>-</b>	Brawijay
rawijaya		Jniversitas <b>-</b>	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	Jniversitas	Brawijay
rawijaya		Jniversitas <b>-</b>	
rawijaya	Universi 2014, para 14) stated that grapho is defined as symbols, 'phono' is defi	ned/assitas	Brawijay
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava U	Jniversitas	
rawijaya	University sounds and the grapho-phonetic cueing uses letter-sounds to predict what the	ne next	Brawijay
rawijaya	Universit word might be. The reader will use their knowledge of visual features of wo	lniversitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	<b>Jniversitas</b>	<b>Brawijay</b>
rawijaya	Universi letter and connects these features to their knowledge of the way words or	rlettersitas	Brawijay
rawijaya	sound when spoken. The example in the expected response in the sentence	Jniversitas	Brawijay
rawijaya	Universitas Brawijaya	e or <i>T</i> Iniversitas	Brawijay
rawijaya	Universi like to see horse at the farm" is response as "I like to see house at farm		
rawijaya	Universitas Brawijay	Iniversitas	Brawijav
rawijaya	reader makes a miscue of graphophonic similarity. There are some category	ries of Inversitas	Brawijay
rawijaya	University graphophonic similarity. The examples of miscue with graphophon	Iniversitas ic are	Brawijay
rawijaya	Universitas	Jniversitas <b>-</b>	Brawijay
rawijaya	Universit explained as follow:	niversitas	Brawijay
rawijaya	Universit	niversitas	Brawijay
rawijaya	Universi 2.1.9.1.1 Effective Graphophonic Similarity (+)	niversitas	Brawijay
rawijaya	Universit	niversitas	Brawijay
rawijaya	Universit The effective graphophonic similarity is almost identical shape	toi\thesitas	Brawijay
rawijaya	Universit original words. It is two parts similar to the text word (Otto 1997, p.73).	niversitas	
rawijaya	Universita 1	Iniversitas	
rawijaya		Jniversitas <b>-</b>	
rawijaya		<u>Jnivers</u> itas	
rawijaya	1 Lives	<del>Jnivers</del> itas	
rawijaya		<u>Jnivers</u> itas	
rawijaya	Detriment   Determent	<u>Jnivers</u> itas	
rawijaya	Universit (Source : adapted from Department for Education and Skills, 2014)	<del>Inivers</del> itas	
rawijaya		Iniversitas	
rawijaya	Universitas Brawija For example the text said, "My grand lived on the other side of the	nive, sitas ? city".	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya U		
rawijaya	Universi The reader read "My grand lives on the other side of the city." The word l		
rawijaya	Universities Brawijaya Universities Brawijaya Universities Brawijaya Same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same pronunciation in the beginning and middle of the words and only different same productions are same properties.	erent at	Brawijay
rawijaya			
rawijaya	Universithe end part of the word of "s". The choice of words would not alter the m		
rawijaya		Jniversitas Iniversitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya U	<b>Jniversitas</b>	Brawijay

	OTHER DESIGNATION OF			OTHER DIGITION
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya		Universitas Brawijaya	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	23
rawijaya	Universitas Brawijaya		Universitas Brawijaya	
rawijaya			(√)niversitas Brawijaya	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	
rawijaya	Universitas Brawijaya	cue that belong to the part	al graphophonic similarity	when the Universitas Brawijay
rawijaya			similar to the text in the beg	
rawijaya	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universi middle or end of	the word and not alter the n	neaning as well (Otto 1997, 1	p.73),iversitas Brawijay
rawijaya	Universitas Brawijaya	Universitas P	Universitas Brawijaya	Universitas Brawijay
rawijaya	University able 2.3 The F	xamples of Partial Granho	ophonic Similarity Wijaya	Universitas Brawijay
rawijaya	Universita Textrawijaya	Jan of the Marian Graph	Miscue S Brawijaya	Universitas Brawijay
rawijaya	Universit When Fortitude		Patient Fortune	Universitas Brawijay
rawijaya	Universit Sedately V	TASE	Sadly	Universitas Brawijay
rawijaya	Universit Assimilation		Accumulation	Universitas Brawijay
rawijaya	Universitas The exam	om Department for Education and	l Skills, 2014) I went to visit her with my m	Universitas Brawijay
rawijaya	Universit?	ipie on the text is, when i	Went to vigit her with my h	Universitas Brawijay
rawijaya	Universi read by the rea	der, "Well I went to visit	her with my mum." This	is partialsitas Brawijay
rawijaya	Universi	t is only similar in the basin	ning of the younds	niversitas Brawijay
rawijaya	Universi similarity since i	t is only similar in the begin	ning of the words.	hiversitas Brawijay
rawijaya	Universit		£ 5	hiversitas Brawijay
rawijaya	Universit2.1.9.1.3 Little of	or No Graphophonic Simil	arity (o)	niversitas Brawijay
rawijaya	Universita	of little on no cumbonhani	a similarity aggres when the	Universitas Brawijay
rawijaya	Universitas	of fittle or no graphophom	c similarity occurs when the	Universitas Brawijay
rawijaya	Universitword and the rea	der's pronunciation of the v	vords do not have any comn	non letters sitas Brawijay
rawijaya	Universitas L			Universitas Brawijay
rawijaya	Universitof number of the	letters.	a	Universitas Brawijay
rawijaya	Universitas Bra	AA	aya	Universitas Brawijay
rawijaya	Universit Table 2.4 The E	xample of Miscues with L	ittle or No Graphophonic S	Similaritysitas Brawijay
rawijaya	UniversitaText rawii	•	Miscue wijaya	Universitas Brawijay
rawijaya	Universit Museum Almost		Much Awfully	Universitas Brawijay
rawijaya	Universitation and Inversitation Universitation	Universitas	Surface Sitas blawijaya	Universitas Brawijay
rawijaya	Universit Flickering ijava	Universitas Brawijaya	Blinking rsitas Brawijaya	
rawijaya			l Skills, 2014) Universitas Brawijaya	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya			s, "We caught the bus to the	
rawijaya	Universities the Centre,"	and the response is, "We	caught the bus to the mu	ch in the Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya			he text wordas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya		Universitas Brawijaya	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijay
	Universitas Brawijaya	Universitas Brawijava	<b>Universitas Brawijaya</b>	<b>Universitas Brawijay</b>
rawijaya	Olliveisitas brawijaya			Olliversitas Brawijay

rawijaya					
	<b>Universitas Brawijaya</b>	Universitas Brawijaya	Universitas Brawijaya	a Universitas	Brawijaya
rawijaya	Universitas Brawijaya		Universitas Brawijaya		
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya		
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya		
rawijaya	Universit2.1.9.2 The Sem	antic Systems Brawijaya	Universitas Brawijaya		
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawija <u>y</u> a	a Universitas	Brawijaya
rawijaya	Universitas Brawijaya	antic system refers to the	meaning of the words. T	his system	Brawijaya
rawijaya	Universit focuses on the m	eaning that uses context an	d background knowledge to	figure outsitas	Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas	Brawijaya
rawijaya	Universit what the next was	word might be (Johnson,	retrieved in 2013, para.9).	Semanticsitas	Brawijaya
rawijaya	Universitas Brawijava	Universitas P	among words and ideas.	Universitas	Brawijaya
rawijaya	Universitas Brawijaya	Unive"	ersitas Brawijaya	Universitas	Brawijaya
rawijaya	Universit constructs meani	ng when they relate the info	ormation in the text to what	they knows tas	Brawijaya
rawijaya	Universitas Brawijay	I like to see manier at the	form " This is and bind a	universitas	Brawijaya
rawijaya			farm." This is one kind o		
rawijaya	University acceptability. The	nere are categories of miscu	ie in terms of the text mea	ning. They	Brawijaya
rawijaya	Universitas	***	差	Universitas	Brawijaya
rawijaya		and poor semantic acceptab	ility. It will be explained as		
rawijaya	Universi	S.V.Call	THE T		Brawijaya
rawijaya	Universi	emantic Acceptability (+)		hiversitas	
rawijaya	University		Y.	hiversitas	
rawijaya	Universit Semantic	s strength is high when th	a original meaning of the	contonoo decilio	
	The state of the s	10 10 10 10 10 10 10 10 10 10 10 10 10 1	* / <b>*</b> / <b>*</b>		D
rawijaya	The state of the s	10 10 10 10 10 10 10 10 10 10 10 10 10 1	* / <b>*</b> / <b>*</b>		D
rawijaya rawijaya	Universita Universita	nged. Most miscue will mo	odify the meaning to some	niversitas extent, but priversitas	Brawijaya Brawijaya
rawijaya rawijaya rawijaya	University University University University University	nged. Most miscue will mo	odify the meaning to some	niversitas extent, but Universitas Universitas	Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya	Universita Universita Universitate Universitate	nged. Most miscue will mo	odify the meaning to some	extent, but pniversitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Table 2.5 The F	nged. Most miscue will mo	odify the meaning to some uthor's meaning.	extent, but Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas	nged. Most miscue will mobile when they are close to a	odify the meaning to some uthor's meaning.  c Acceptability  Miscue	extent, but Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Univer	nged. Most miscue will mobile when they are close to a	odify the meaning to some uthor's meaning.  • Acceptability	extent, but Iniversitas Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	University	nged. Most miscue will mobile when they are close to a	c Acceptability  Miscue City Destructive Offer	extent, but Iniversitas Universitas Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit	nged. Most miscue will mobile when they are close to a samples of High Semantic	c Acceptability  Miscue City Destructive Offer Miscue	extent, but Universitas Universitas Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit	nged. Most miscue will mobile when they are close to a samples of High Semantic	Acceptability  Miscue City Destructive Offer Miscue di Skills, 2014)	extent, but Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universit	nged. Most miscue will mobile when they are close to an examples of High Semantic	c Acceptability  Miscue City Destructive Offer Miscue di Skills, 2014)  City Available Miscue	extent, but Universitas	Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universit Universitas	nged. Most miscue will mobile when they are close to a samples of High Semantic complexity of the samples of High Semantic complexity of the samples of the sample in a text is like, "We	c Acceptability  Miscue City Destructive Offer Miscue d Skills, 2014)  caught the bus to the must	extent, but iniversitas Universitas	Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universit Table 2.5 The E Text Universit Centre Disruptive Afford Universit Universit Universit Source: adapted frou Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	nged. Most miscue will mobile when they are close to an examples of High Semantic complete in a text is like, "We universitas Brawijaya"	c Acceptability  Miscue City Destructive Offer Miscue d Skills, 2014)  Caught the bus to the must universitas Brawijaya	extent, but Universitas	Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universit Universitas	nged. Most miscue will mobile when they are close to an examples of High Semantic complete in a text is like, "We universitate Brawing response is, "We caught to	c Acceptability  Miscue City Destructive Offer Miscue d Skills, 2014)  caught the bus to the must the museum in the city." The	extent, but Universitas	Brawijaya
rawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universit Universitas	nged. Most miscue will mobile when they are close to an examples of High Semantic complete in a text is like, "We universitate Brawing response is, "We caught to	c Acceptability  Miscue City Destructive Offer Miscue d Skills, 2014)  caught the bus to the must the museum in the city." The	extent, but Universitas	Brawijaya
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rawijaya	Universitate Unive	comples of High Semantic comples in a text is like, "We response is, "We caught to d city do not change. Both larger place.	c Acceptability  Miscue City Destructive Offer Miscue d Skills, 2014)  caught the bus to the must the museum in the city." The	extent, but Universitas	Brawijaya
rawijaya	Universitate Unive	mged. Most miscue will mobile when they are close to an examples of High Semantic complete in a text is like, "We universitas Brawijaya and city do not change. Both a larger place. Brawijaya universitas Brawijaya and city do not change. Both	c Acceptability  Miscue City Destructive Offer Miscue d Skills, 2014)  caught the bus to the must caught the bus to the must the museum in the city." The of these words have the resulting the museum of the museum of the museum of these words have the resulting the museum of	extent, but Iniversitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universitate Unive	comples of High Semantic comples of High Semantic comples of High Semantic comples in a text is like, "We universities Brawing and city do not change. Both clarger place. Brawing and universities	c Acceptability  Miscue City Destructive Offer Miscue d Skills, 2014)  caught the bus to the must caught the bus to the must the museum in the city." The of these words have the resulting the museum in the city." The of these words have the resulting the museum in the city." The of these words have the resulting the museum in the city." The of these words have the resulting the city of the city of these words have the resulting the city of the c	extent, but Iniversitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universitate Unive	comples of High Semantic comples of High Semantic comples of High Semantic comples in a text is like, "We universitate Brawijaya complete in a text is like, "We caught to decity do not change. Both clarger place."  I larger place. Brawijaya Universitate Brawijaya Universitat	caught the bus to the must the museum in the city." The universitas Brawijaya Universita	extent, but Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya	Universitas Universitas Universitas Universitas Universitas Universit Universit Universit Universit Universit Universit Universit Universit Universit Universitas	complete in a text is like, "We universitas Brawijaya	caught the bus to the must universitas Brawijaya the museum in the city." The of these words have the rule of these words have the rule of these words brawijaya universitas Bra	extent, but Iniversitas Universitas Univer	Brawijay
rawijaya	Universitate Unive	complex of High Semantic complex in a text is like, "We universitas Brawijaya Universita	caught the bus to the must universitas Brawijaya Universitas Brawi	extent, but Universitas	Brawijay

	OTHER DESIGNATION OF THE PERSON OF THE PERSO	OTTO TOTAL DE LA TITLE DE LA T	a similaria si aminant		BIGHTIGHT
rawijaya	Universitas Brawijaya	Universitas Brawijava	a Universitas Brawijaya	a Universitas	Brawijay
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rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya	a Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya	a Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya		
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya	a Univ <sup>25</sup> sitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya		
rawijaya	Universit2.1.9.2.2 Partial		√)Universitas Brawijaya		Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya	a Universitas	Brawijay
rawijaya	Universitas Brawijaya	strength is partial when	miscue is appropriate with	in a single	Brawijay
rawijaya	Universit sentence or part	of a sentence but not within	the overall context. wijaya	a Universitas	Brawijay
rawijaya	Universitas Brawijaya		a Universitas Brawijaya		Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Universitas Brawijaya	a Universitas	Brawijay
rawijaya	Universit Table 2.6 The F	Examples of Partial Seman	ntic Acceptability Miscue	<del>Universita</del> s	Brawijaya
rawijaya	Universit Lovely wijaya	Hairra	Lots of Prisitas Brawijaya	universitas	Brawijaya
rawijaya	Universit Rewarded ijaya		Regarded as Brawijaya	a Universitas	Brawijaya
rawijaya	Universit Species Text		Special Miscue	<del>a Universita</del> s	Brawijaya
rawijaya	Universi (Source: adapted from			a Universitas	Brawijaya
rawijaya	Universitas Br	25/1707	TA .	a Universitas	Brawijaya
rawijaya	Universitas The example The ex	nple in a sentence like, "	She cooks <b>lovely</b> fish and o	chips", butsitas	Brawijaya
rawijaya	Universita	A STATE OF THE A	15 - 11	Universitas	Brawijaya
rawijaya			of fish and chips." This		
rawijaya	Universi appropriate in a	single sentence, but not in	whole context because the	niversitas meaning is	Brawijaya
rawijaya	Universi	single sentence, but not in	whole context because the	hiversitas	Brawijaya
rawijaya	Universit different.			hiversitas	Brawijaya
rawijaya	Universit			niversitas	Brawijaya
rawijaya	Universita 2.1.9.2.3 Poor S	emantic Accentability (o)		niversitas	Brawijaya
rawijaya	Universita	emantic receptuality (6)		Universitas	Brawijaya
rawijaya	Universitas Poor sen	nantic occurs when the ora	I response read by the reade	er is totallysitas	Brawijaya
rawijaya	Universitas A	he magning of the origin	al words and it usually a	Universitas	Brawijaya
rawijaya			al words and it usually c		
rawijaya	Universition text of the w	ord.	alya		
rawijaya	Universitas Braw		<b>lj</b> aya		
rawijaya	Universitas Brawija	wammlag of Doon Comonti	wijaya	a Universitas	Ph. 11
			a A acomto hilitry		Brawijaya
rawijaya	Text	Examples of Poor Semanti			Brawijaya
rawijaya rawijaya	Universit Friendawijaya	Universities,,	Miscue First IVE Sitas Brawijaya	universitas Universitas	Brawijaya Brawijaya
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rawijaya rawijaya rawijaya rawijaya	Universit Friend Wijaya Universit Owner Wijaya Present Text	Universitas Brawijaya Universitas Brawijaya	Miscue First Over versitas Brawijaya Parent Miscue	universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya	Universi Friend Wijaya Universi Owner Present Text Universi (Source: adapted from	Universitas Brawijaya Universitas Brawijaya om Department for Education and	Miscue First Over versitas Brawijaya Parent Miscue d Skills, 2014) as Brawijaya	Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Text Friend Wijaya Universit Owner wijaya Present Text Universit (Source: adapted fro Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya om Department for Education and Universitas Brawijaya	Miscue First Versitas Brawijaya Over iversitas Brawijaya Parent Miscue d Skills, 2014) as Brawijaya Universitas Brawijaya	universitas Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Friend Wijaya Universit Owner Wijaya Present Text Universit (Source: adapted fro Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya om Department for Education and Universitas Brawijaya Universitas Brawijaya	Miscue First Versitas Brawijaya Over iversitas Brawijaya Parent Miscue d Skills, 2014) as Brawijaya a Universitas Brawijaya a Universitas Brawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universit Friend Wijaya Universit Owner Wijaya Universit Text Universit (Source: adapted fro Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya om Department for Education and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Miscue First Iversitas Brawijaya Overiversitas Brawijaya Parent Miscue d Skills, 2014) tas Brawijaya a Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya a Universitas Brawijaya	Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
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rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Om Department for Education and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Miscue First Versitas Brawijaya Over iversitas Brawijaya Parent Miscue d Skills, 2014) tas Brawijaya a Universitas Brawijaya	Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Om Department for Education and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Miscue First Iversitas Brawijaya Overiversitas Brawijaya Parent Miscue d Skills, 2014) tas Brawijaya a Universitas Brawijaya	Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Miscue First I versitas Brawijaya Parent Miscue d Skills, 2014) tas Brawijaya a Universitas Brawijaya	Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	Miscue First I versitas Brawijaya Overiversitas Brawijaya Parent Miscue d Skills, 2014) tas Brawijaya a Universitas Brawijaya	Universitas	Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas BraThe example of original text of "I went with my friend Mike"	and thesitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	University response by the reader is "I went with my first Mike." The word friend	and <i>first</i>	Brawijay
rawijaya	University are totally different and they change the context of the words.	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas BraThe syntactic system refers to the structure or grammar of langua	ige to the sitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas	<b>Brawijay</b>
rawijaya	Universitway language works. This covers the rules and principles that speak	cers of asitas	Brawijay
rawijaya	University Braw' language used to produce and understand language. Readers use know	Universitas	Brawijay
rawijaya	Universitas Br	Universitas	Brawijay
rawijaya	Universit grammar, sentence structure, word order, tenses and plurality, pref		
rawijaya	University	Universitas	Brawijay
rawijaya 	Universi suffixes, nouns and verbs, and function words (preposition, pronouns		
rawijaya 	University predict what the text might be, (Johnson, retrieved in 2003, para. 11) therefore the predict what the text might be, (Johnson, retrieved in 2003, para. 11) therefore the predict what the text might be, (Johnson, retrieved in 2003, para. 11) therefore the predict what the text might be, (Johnson, retrieved in 2003, para. 11) therefore the predict what the text might be, (Johnson, retrieved in 2003, para. 11) therefore the predict what the text might be a second control of the predict what the text might be a second control of the predict what the text might be a second control of the predict what the text might be a second control of the predict what the text might be a second control of the predict what the text might be a second control of the predict what the text might be a second control of the predict what the text might be a second control of the predict what the text might be a second control of the predict which the	e are two	Brawijay
rawijaya	University	liversitas	Diawijay
rawijaya	Universit categories of syntactic systems, namely syntactic strength and syntactic v	/	
rawijaya	It will be explained as follow:	niversitas	
rawijaya	Universita	Iniversitas	
rawijaya	Universita: Universita: Universita: Strength (1)	Universitas	
rawijaya	Universit 2.1.9.3.1 Syntactic Strength (+) Universitas	Universitas Universitas	D 11
rawijaya rawijaya	Universities B. Syntactic strength occurs when the structure of the reader is ap	propriate	Brawijay
rawijaya		Universitas	
rawijaya	Universitiand it is grammatical with complex sentence. Universitias Braw	Universitas	
rawijaya	Universitas Brawija wijaya	Universitas	
rawijaya	Table 2.8 The Examples of Syntactic Strength	Universitas	Brawijay
rawijaya	Text Miscue Universi I (went with my friend) Version It (went with my friend) It (went with my f	Universitas	
rawijaya	Universit (send him as a) present iversitas Brawijava Patient ersitas Brawijava	Universitas	
rawijaya	Universit (he had huge) arms Fully (mature) Universitas Brawijay Finally ersitas Brawijaya	Universitas	
rawijaya	Universit (Source: adapted from Department for Education and Skills, 2014) as Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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	OTHER DIGITION OF THE PROPERTY	OTHER DISTRICT
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas BraThe example is, "I went with my friend Mike." It is uttered by the	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	as, "It went with my friend Mike." It is still acceptable for the structure b	pecause I
rawijaya	Universitand it can function as the subject of the sentence iversitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brathis is the opposite of syntactic strength in which the syntactic v	
rawijaya	Universitas Brawijaya	Universitas Brawija
rawijaya	Universities not syntactically appropriate. The oral response from the reade	r is inoteitae Brawii
rawijaya		Universitas Brawija
rawijaya	Universitas Brawin Universitas B	Universitas Brawija
rawijaya	Universitas	Universitas Brawija
rawijaya	Universit Table 2.9 The Examples of Syntactic Weakness	Universitas Brawija
rawijaya	Iniversi Text Miscue	iversitas Brawija
rawijaya	Universi (was quite) devoid (of hair) Devote (both) sides (of his face) Besides	niversitas Brawija
rawijaya	Universi (a) glitter (of ironic laughter) Hands	Liversitas Brawija
rawijaya	Text Miscue	niversitas Brawija
rawijaya	Universit (Source: adapted from Department for Education and Skills, 2014)  Universit The example is, "You're not supposed to ride bikes there," is ut	
rawijaya		
rawijaya	Universitä the reader as "Where not supposed to ride bikers there." The words you? Universitä	re serves
rawijaya	Universitas the subject in the context.	Universitas Brawija
rawijaya	Universitas L	Universitas Brawija
rawijaya	Universities B The journal of Department for Education and skill entitled	Miscue Brawiis
rawijaya		
rawijaya	University Analysis, (2014) stated that "when identifying the three cueing system. University Braw	s that fit Universitas Brawija
rawijaya	Universificom the sentence, it is best to choose the most obvious." In one n	
rawijaya	Universitas Brawijay	Universitas Brawiis
rawijaya	University produced sometimes can be categorized more than one miscue syst	em. Forsitas Brawija
rawijaya	Universitinstance: the original text "I like to go to village" while the reader said "	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawiia
rawijaya	Universigo to village" the shifting word from "Like" into "Likes" can be iden	
rawijaya		Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya high acceptability on graphophonic, semantic and syntactic. Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Bran order to elaborate and support the deep answering the first	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	problem, the writer adopted the three cueing system that is proposed by C	Goodman eitae Rrawiis
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	TITUVERSTIAS BRAWIJAVA - LITUVERSTIAS BRAWIJAVA - LITUVERSTIAS BRAWIJAVA -	TIMIVERSITAS KRAWIIS

Universitas Brawijaya University and Burke (1973) to be applied in this study with the aimed to construct the sites Brawijaya understanding of meaning. Brawijaya Universitas Brawijaya Universit 2.1.10 The Factor Contributing the Language Production rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br A review of literature shows that miscue studies have investigated various Universit aspects of the reading process and have revealed the linguistic, cognitive and sitas Brawijaya affective factors involved in reading. The previous study shows factors its contributing to miscue production (Qiuyan and Junju, 2011). Linguistic factor Universit decodes the writing system in language. Kern (1988) explained that the obvious sitas Brawijaya Universi and essential difference lies on the code one is dealing is entirely different cover writing system, lexicon, syntax, and semantic relation. Linguistic factors affecting Universitamong native and target language reading can include the different codes, sitas Bra relational meanings, organization of discourse, inter-language, or interference and Universit proficiency. Affective states in reading refer to the emotional factors which may have a negative or positive effect on reading (Ellis, 1994 p.472 cited in Qiuyan and Universit Junju, 2011 p.75). A reader's attitude to English instruction, to the readingsitas Br teachers, and to himself or herself as a reader are all affective factors and have great impact on how well he or she reads. Affective factors such as anxiety, selfersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit confidence, and motivation particularly influence the goal-setting, process-sitas Brawiiava directing metacognitive component of reading (Kern, 1988). Universitas Bray cognitive factor, reading in any language is a cognitively demanding sitas Brawijaya process, involving the coordination of attention, memory, perceptual process and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

rawijaya Universitas Brawijaya Universi comprehending process (Kern, 1988 p. 51). Cognitive factors include the degrees it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of demand made on various cognitive processes, such as visual processing, Universit selection of cues, anticipation of future cues, testing predictions against Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya subsequent input, and storage of generated ideas and information in long terms and Brawijava memory (Kern, 1988). Universitas Brawijaya Universitas Br Universitas Br From a brief explanation above, the writer concluded that there were three sitas Brawijaya basic factors influencing the psycholinguistic aspects in the process of language Universities of the production such as reading, namely linguistic, affective and cognitive factors. The Universitoverview of the theory above was adopted as the basic guidance for the writer tositas classify the factor contributing to miscue production which were identified and Universi analyzed before. Thus, this theory was applied to answer the second research Brawijaya Universit problem. Universit2.2 Previous Studies The previous studies supported the writer to conduct this study in reading miscue analysis field. The overview from another researcher helped the writer in Universit constructing the content of her study as detailed reference material. Thus, insit as conducting this study, the writer prefers to use two previous researches. The first Universitas Brawijaya Universi reflected EFL Oral Reading Process: A Case Study" They investigated orals tas Brawijavi process of an EFL a second-year Shandong University students whose major is Universit English, through the use of miscue analysis. Their study explored miscue features, Sitas Brawijaya the influence of texts type an expository essay and narrative story on miscues and Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universithe contributory factors to miscue production. The data was taken from the Brawijaya Universitas Brawijaya Universit summaries. In analyzing the miscue, they used the procedure of RMA to organize Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya their study. By applying Goodman and Baker's theories finally they found miscue with syntactic acceptability and high graphophonic similarity as the most Universifrequently produced rather than that semantic acceptability in expository essays it as Brawijaya than narrative story. Then, linguistic and cognitive factors were dominant factors Universiting miscues production. One of the similarities of this study lies on having the same concentrations it as Brawijaya in Psycholinguistics branches especially reading miscue analysis. The previous Universitione was the investigation of college students who are relatively superior in Sitas Brawijaya learning English. In conducting the study, this study applied three major theories to answer problems of the study from Goodman and Baker (1973), Goodman Universit (1969) and Kern (1988) which is the same as the previous study. In the same case, sit as Brawijaya the present study explored reading miscue analysis by using RMA procedure. Universit Other similarities, both of these studies investigated the subject deeply by using a sitas Brawijaya Universi case study. This study had different object from the previous study. This study University investigated two representative students who suffered brain from damages and itas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya diagnosed Autistic Spectrum Disorder (ASD) types Asperger's Disorder. They were college students at the inclusive school Galuh Handayani Surabaya, Universitas Brawijaya Universitas Brawijaya Universi Universi meanwhile the previous study focused on one normal college student of second-sitas year at Shandong University. This study provided only two research problems **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University related to types of miscues and factor contributing the production of miscues. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Meanwhile, the previous study investigated three research problems which Universit consisted of miscue features, the influence of the text type on miscue and the Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi contributory factors to miscue production. Different from the previous study stas Brawijava which collected the data in various instruments such as open-ended questionnaire Universitand digital recorded, this study only used recorder instrument because through this sitas Brawijaya instrument the writer obtained the data by recording the real event without any University presence of engineering or modification. So, it was already an enough proved that Universithe data was valid and trustworthy. The next previous study related to the present study, was done by Hapsari Universi (2013) entitled "Reading Miscue Analysis of Second Semester Students in StudySitas Brawijaya Program of English of Universitas Brawijaya". She investigated the types of miscues produced by three students of second semester students in study program Brawijaya University of English of Universitas Brawijaya. In a case study, she also provided the reasons it as Brawijaya of the students doing miscues. She used the theory of Goodman and Burke (1973) University and the three cueing systems by using Goodman's theory (1969). She applied sitas Brawijaya RMA procedure for analyzing the data. She found even a good reader produced 59 (fifty nine) miscues consisting of 20 omissions (34%), 17 mispronunciations (29%), 9 substitutions (15%), 8 self-correction (14%), 3 insertions (5%) and 2 has Brawllay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya itrepetitions (3%). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bramilaya From this overview above, the previous study and the present study had sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi University some similarities. The first similarity, both of the studies were investigating it as reading miscue analysis in Psycholinguistics field. The second similarity situated **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universition the theoretical framework. Both present and previous study used Goodman and Sitas Brawijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Burke's (1973) theory about miscue types and the three cuing system proposed by Sitas Brawijaya rawijaya Universi Goodman and Goodman (1994). In the same case, both present and previous Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya studies were closely investigating the types miscue analysis by RMA procedure as the second similarity. The fourth similarity was the specification of the research's Universitsubjects who were definitely same. They were college students who aresitas Brawijaya sophisticated in English. The last similarity, both of studies used a case study Universit through qualitative approach. Regardless to the similarity, the writer recognized the differences amongsitas Brawijaya the previous study and the present study. The distinctions are clearly seen in terms University of participants. The previous study investigated the three of normal collegesitas Brawijaya students of English program at Universitas Brawijaya, besides this study preferred Brawijaya to investigate only two representatives of ASD with ADS type college students at Brawijaya Universithe inclusive school Galuh Handayani Surabaya. The concept of the present studysitas Brawijaya is derived from the two main problems regarding the types of miscue and the Universit factors contributing the miscue production, nevertheless the previous study also Brawijaya Universi focused on the two main problems but in different concentration which was related to the miscues types and the reason why the good readers did the miscues. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas BraThis chapter organizes the concept of research methods involving research	Brawijay
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rawijaya	Universitas Brawijaya Universitas I	Brawijay
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rawijaya	Universitas Braw' qualitative approach is a compatible method to design this study	Brawijay
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rawijaya	Universitextensively, because this study expands data to be in the form of specifics tas	
rawijaya	University University Injury I	Brawijay
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rawijaya	Universi This method relies on linguistic rather than numerical data, and employs meaning-	Brawijay
rawijaya 	Universitäs i	brawijay
rawijaya	Universit based rather than statistical forms of data analysis (Polkinghorne, 1983). The uses it as I	
rawijaya	Universit of qualitative approach in the study assisted to explore the current phenomenon	
rawijaya		Brawijay
rawijaya rawijaya	Universities produced by the students who was diagnosed ASD when English reading sites	
rawijaya Irawijaya	Universitas Universitas in a deep understanding. Creswell (2002) defines 'qualitative research	Drawijay Brawijay
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rawijaya Brawijaya	Universities approach' as an inquiry which is useful for exploring and understanding a central Universities In	Brawijay Brawijay
rawijaya	Universitable Un	
rawijaya	Universitas Brawii	Rrawijay
rawijaya	Universitas Bra A case study was applied to gain the data information intensively and insitas	Brawijay
rawijaya	University detail. Concerning of that significance, the writer investigated only two	
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	University participants in which the result of the investigation was elaborated deeply. Ary etsitas	Brawijay
rawijaya	al (2002, p.27) state that "a case study is depth-study of a single unit, such as one	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas I	Brawijay
rawijaya	Universitindividual, one group, one organization, one program, and so on" The type of the itas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
rawijaya	University was document analysis because the data retrieved in a form of recording	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universifiles which contained the participant's utterances when reading English aloud and sitas Brawijaya the text that used in a form of textbook as reading material. It is proved by Ary et Universital (2002, p.442) who state that the material could be in the form of textbooks, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universi newspaper, speech, television programs, advertisement, musical composition or any other types of document. Universitas Brawijaya Universit 3.2 Data Source Universitas Braw, The data source was originated from all utterances or language production University produced by two representatives out of 21 (twenty one) colleges Autistic Brawijaya Universi Spectrum Disorder (ASD) with Asperger type students at the inclusive school Galuh Handayani Surabaya who participated in the study. Specifically, there were Universit multiple specific data sources compiled in the study. The major source of data was sit as taken through oral reading recordings of the selected texts performed by University participants. Oral reading is aimed to uncover miscues generated in reading. The Sitas Brawijaya proponent source is accepted from the result of retelling or a stimulated recall session which aimed to know their comprehending toward the essence of text. UniversitHereinafter, participants background information sources was obtained from itas Universitas Brawija Univer identification by the inclusive school Galuh Handayani Surabaya. In addition, Strass Brawijaya ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawij Universi brief interview and discussion of their English teacher also helped the writer tositas detect the factors that affect the production of miscues. The data on document University analysis referred to the utterances containing miscues that are produced by sitas Brawijaya participants when reading orally. The data that was collected then selected under Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

**Universitas Brawijaya** Universitas Brawijaya Universi some requirements including the participants as the subject of research and thesitas Brawijaya material as an intermediary source. Universitas Brain selecting the participants, the writer chose two participants aimed to sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya gain solid result in view of the participants' number. The choice is enough to represent the sufficient number of miscues to be analyzed qualitatively. Adi and Universit Arya were selected since their good skills and characteristic were compatible tositas Bi participate in the study. Reflecting on their own special characteristics, ASD with Asperger type were chosen as the subjects in the study because they potentially Universitgenerated unpredictable miscues in the final outcome. The participants' statuses assittas college students indicated they had higher power level on their proficiency within Universi the realm of English literacy. Galuh Handayani Surabaya was chosen in view of sitas its best reputation as the inclusive school which applied English as a compulsory subject started from kindergarten up to college in their education system. In order University obtain good quality data, the writer stipulated two representatives participants it as Brawijaya who were qualified to fulfill some criteria as follows; the participants were Universit students who are diagnosed Autism Spectrum Disorder with Asperger type and Sitas Brawijaya categorized to have high functioning (high average IQ), they are sophisticated in English as second or foreign language at the level of autism. They studied English University in formal institution. It was proven by actively being registered as college students as Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Brawijaya Universitas Brawijaya Universi experience at least 9 years in learning English. In additional criteria, they ersitas Brawiiava - Universitas Brawiiava Universitas Brawiiava Universi approved as good readers in accordance to the level autism based on the Englishsitas Braw teacher's recommendation. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brathe material as an intermediary source was retrieved from an educational sitas Brawijaya textbook which was accordance for autism level comprising narrative text with Universit fascinating topics. The proviso that should be obeyed is the text had not ever been sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya read by the participants beforehand with notes that the length of that text is approximately 400 words. However, the difficulty level of material was adjusted Universit conforming to the participants' ability with autism. According to the criteria stated sit as B in Goodman, Watson and Burke (2005 p.46 cited in Qiuyan and Junju 2011 p. Universit 64), the material selected should be "difficult enough to challenge readers but not Universitso difficult that they cannot continue independently". In determining suitable textsitas as oral reading materials, the writer asked the teacher to rate the difficulty of 5 Universi (five) narrative texts with representing 1) easy, 2) normal, and 3) difficult. Based Sitas Brawijaya si on teachers' preference given, the writer chose the three different topics covering fairy tales, folklore and myth which are new, interesting, unfamiliar and Universi challenging in order to attract the participant's attention. Based on the criteriasitas B above, the appropriate materials used narrative two short stories. The folklore Universitentitled "A Poor Widow and Her Rich Neighbor" with the form of a narrative text sitas Brawijaya of 445 words which was retrieved from two English educational textbook for high school entitled "Progress" A Contextual Approach to Learning English published University Ganeca Exact (Zumakhsin and Mufarichah, 2007). The myth entitled "Ockoksitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Brawijaya Universitas Brawijaya Universi educational textbook for high school entitled "Look Ahead 3" An English Course Universitas Brawijaya Universitas Brawijaya University Erlangga (Sudarwati and Grace, 2007). a University Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universit3.3 Data Collectionniversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya The role of the writer herself here as an instrument in the study designed University and set all important components in this study. In collecting the data, the study set Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya refers to the application of RMA procedure. The writer recorded all activities of this research to fulfill RMA procedure. In gaining the data, the writer applied Universi RMA procedure then customize the level of participants who were diagnosed as Brawijaya ASD, by the following steps: Doing pre-research (in order to ensure specification overview among the participants, materials and place were appropriate to be implemented in this sitas Brawijaya study). Choosing three articles with different topic; fairytales, folklore and myth but Sitas Brawijaya they still belong to narrative genre of text from some educational textbook for autism references chosen randomly based on some characteristics such as new, challenging, and interesting to attract the attention of participants.sitas Brawijaya Considering the participants limitation on attention, the writer provided the appropriate estimation to facilitate them being successful in their reading Stas Brawijaya process by reducing the length of the text approximately 400 words and adjusting the technical difficulties terms choice. University. Giving the consent form to the two participants who were recommended by it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas English teachers and had been appointed as eligible subjects. It was intended as a proof that they were willing to voluntarily participate in the study. Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
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rawijaya	Universit4.s	Asking the participants to choose one of the three texts provided that they also Brawija
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas	wanted to read. The participant was only permitted to read one text at once. Sitas Brawija
rawijaya	Universitas	Then, asked them to read the text orally to be recorded. Brawijaya Universitas Brawija
rawijaya		Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universit5/s	Asking the participants to freely retell what the story was talking about to the Brawija
rawijaya	Universitas	writer. Reflecting the participant's interest, retelling session realized by
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas	asking the participants to retell the story orally since it provided conveniences tas Brawija
rawijaya	Universitas	to them independently to express their ideas and creativity within conturing
rawijaya	Universitas	
rawijaya	Universitas	the essence of the story. Thus, the writer could identify their comprehending.
rawijaya 	Universitas	Universitas brawija
rawijaya 	Universita	Retelling session aimed to know how deeply the participants understood thesitas Brawija
Irawijaya	Universi	content of the text and how they constructed the meaning.
rawijaya Kawijaya	Universi	ilversitas Brawija
Irawijaya Irawijaya	Universit 6.	Giving the participants time to relax and it continued on the next day. In this Brawija
	Universit	case, the writer needed the opportunities to identify and examine miscue that sitas Brawija
rawijaya Brawijaya	Universita	Iniversitas Pravija
rawijaya	Universitas	they produced.  Universitas Brawija
rawijaya	Universitas	
rawijaya	Universitas	Universitas Brawija
rawijaya	Universitas	writer asked the teacher's help to communicate with them about their
rawijaya		
rawijaya	Universitas	Braw Jaya Universitas Brawija
rawijaya	Universitas	with participants to evaluate their miscues and to know the reason why they sitas Brawija
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universit8.s	Discussing miscue and factors influencing miscue production with the teachers it as Brawija
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitas	of participants because she was as notable mediator who could help sitas Brawija
rawijaya	Universitas	participants to overcome barriers faced in improving their reading
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universi 9.5 Taking information from the documents of both parents and school about the sitas Brawijaya Brawijaya Universitas rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi 10. Transcribing the records containing all of the participants' utterances into the participants' rawijaya Universitas Brawijaya written form. The transcription here, aimed to help the writer identify miscue Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Peasierijaya Universitas Brawijaya **Universitas** After collecting the data, the next step is analyzing the data. The data will sitas Brawijaya Universi be analyzed by following some processes as follow: 1. Listening to the participant's record and finding the patterns of miscues by rawijaya reading the transcript of the records. In order to gain the valid data, thesitas Brawijaya rawijaya writer asked the teacher to check the correctness and accuracy miscues rawijaya found. Marking the miscues occurred by using the symbols of scoring system adapted from M. Walsh (1979 cited in the Journal of Education and Skills Universitas Bra2014). Coding and identifying the marked types of miscues by applying the Universitas Brogoodman and Burke (1973) theories as follows: substitution, omission, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brainsertion, reversals, repetition, and self-correction. Also the writer used sitas Brawijaya substitution theories by Goodman (1969) namely graphophonic system, rawijaya Universitas Brasemantic system and syntactic system. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Miscue Analysis Form	/a Universitas				·Universitas	
rawijaya	Learner's name			Kea	ding Level		Brawijay
rawijaya	Universitas Braw(Sul	Miscue Grapho ostitution)		antic Syntact Universitas		Correction S Universitas	
rawijaya	Universitas Brawijay				Diawijaya	Universitas	
rawijaya	Universites Drewijes	o Universitas	Drawilaya	Universites	Drawiiava	Universitas	
rawijaya	(Source: adap Universitas Brawija	ted from Departme	nt for Educa	tion and Skills,	, 2014) <sup>ijaya</sup> Brawijaya	Universitas	
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rawijaya Brawijaya	Universitas Brawijay Universitas Braw	sion.	Ch		vijaya	Universitas	
rawijaya Srawijaya	Universitas Braw Universitas Braw Identif	fying and analysis	ng the three	main factors			
rawijaya	Universitas /	rying and anaryzh	ng the three	main ractors	Contributing	Universitas	
rawijaya	Universita linguis	stic, affective and	cognitive fa	ctors to langua	age productio	n (Kern,	Rrawijay
rawijaya			F : N TO THE A				
rawijaya	Universi 1988)	to find the misc	ue productio	n by the part	icipants base	d on the niversitas	Brawijay
		e coded.		Stal	T	hiversitas	
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	Universit 6. Drawi	ng conclusion.				niversitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas **ECHAPTER IV**iversitas Brawijava FINDING AND DISCUSSION rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universities Brahis chapter reported findings and discussions. The finding demonstrated Brahis Chapter reported findings and discussions. the result of the study therewith its analysis. The findings were outlined in-depth Universitanalysis with interpretation and generalization in discussion session.ava Universitas Brawijaya
Universitas Brawijaya
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Universitas Brawijaya
Universitas Brawijaya Universi spectrum disorders students at the inclusive school Galuh Handayani when reading orally was analyzed based on the underpinning theoretical framework Brawijaya Universit since it could frame the valid analysis. The study implemented some theories insitas Brawijaya accordance with the same concentrate in the study. In order to answer the research University problems, the study applied the six types of miscue theory (Goodman, 1973) sitas Brawijaya comprising substitution, omission, insertion, reversal, repetition and self-sitas Brawijaya correction and three cueing systems covering graphophonic, semantic and sitas Brawijaya University syntactic (Goodman, 1969). Thereunto, it also applied the factors contributing sitas Brawijaya Universitas Brawija Univer Universit underpinned by Kern (1988) theory. Universitas Brawijaya Universitas Bramilia during reading aloud became the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi hegemonic data which has been described and analyzed. The description results of Sitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava six miscue categories which were emerging on reading aloud process of the two Universitas Brawijava Universitas Brawijava **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijava

Universitas Brawijaya Universitas Brawijava University participants were presented in total calculation the entire miscue production assitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Table 4.1 Number and Types of Miscues Committed by the Students **Omission** Repetit Insertion ИNE 13 49 Total 62 4 The calculation number of each six miscues type's production attained miscues. Since the participants modified the original text that should be read with their own letter, word, phrase or sentence in their oral response consequently, it generated kinds of miscues including 46 substitutions, 62 omissions, 4 insertions. University reversals, 2 repetitions, 10 self-corrections. 4.1.2 Analysis of Miscue The results of miscue classification of each participant were reviewed and task described deeply in data analysis. The data submitted was the result presentation based on deep analysis that logically could be categorized and approved as sitas Brawijaya Universi miscue. In categorizing miscue variety, the writer analyzed the data by using thesitas following types of miscue theory (Goodman, 1973) as follow: substitution, Universition, insertion, reversal, repetition and self-correction. The writer also it as ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas analyzed the three cueing system (Goodman, 1969) such as graphophonic, syntactic and semantic system. Graphophonic system was divided into effective, University partial and little or no similarity. Syntactic system was classified into syntactics it as Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijava Universi strength and weakness. In addition, semantic system was categorized into high, sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya partial and poor acceptability. Brawijaya Universitas Brawijaya Universit 4.1.2.1 Student I (Adi) and Miscue In-depth Analysis as Brawijaya Considering the great ability in reading, Adi was suitable to be called as a Universit good reader. In the study, he preferred to read narrative text with Folklore topic study. because he is really interested in the story which was related to an ancient story and also history. Adi read an Indonesian Folktales entitled "A Poor Widow and UniversitHer Rich Neighbor" within senior high grade. He produced 35 (thirty five) Sitas Braw Universi miscues out of 445 words from the authentic text. Based on the profound analysis, the miscues that were successfully found only three classification type of miscue Universit covering 21 (twenty) substitutions, 13 (thirteen) omissions and 1 (one) reversal sitas Meanwhile insertion, repetition and self-correction miscue types were not found. UniversitHis reading style was inclined spelling word by word, too slow and arrhythmic. Sitas Brawijaya He liked reading a text slowly because he tried to read the text without any mistakes and understand it. Unfortunately, he still made miscue and is difficult to Universit apprehend the content of the text. In fact, he was still poor to tell the essence of the story in retelling session. He could only identify a bit character description, story problems and problem resolution of the story. Regardless his weaknesses, he ersitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Br Universithad good passion to know the whole story by using his knowledge. jaya Identification miscue results had been inspected by the English teacher as a form of valid data verification that was classified and analyzed into types of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi miscue. In addition, the analysis was continued by elaborating three cueing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya University systems only on substitution miscue category. The types of miscue and three it as Brawijay cueing systems which were listed in the certain tables on appendix 9 (nine) and 10 Universit (ten) are not all directly analyzed but rather some data representation were taken Sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Injury to be analyzed by outlining and explaining certain miscues which are able to deputize the findings.

'sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita 1. Substitution and the Three Cueing Systems Universitas Braw The discovery substitution miscue category was detected, since Adi altered Universition replaced an authentic word in the passage with another word in his oral sitas Brawijaya Universi response. That mistake could be signified as a miscue because the existence of an alteration of the original word in the text with another word in oral response Universi sometimes could change a fundamental sense and even deviated of the context.sitas Through assessment of the miscue in-depth analysis, the result showed Adi Universits usceptible committed the substitution miscue types. It was indicated by the Sitas Brawijaya frequency of substitution attaining 21 (twenty one) miscues which were occupying the highest rating. Universitas BraThe finding displayed some various substitution categories. Substitution with effective graphophonic similarity (+) occurred on the word function as University auxiliary of a sentence in the original text that was described on the following ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Universi Expected Response (ER) and Observed Response (OR) below. (See appendices. 9sitas Brawijava Universitas Brawijaya Universitas Brawijaya (Line 4) ER: "Neither did she have relatives who would take care of her" Universitas Brawijaya Universitas Brawijaya Universitas Brawijay OR: "Neither died she have relatives who would take care of her" Universitas Brawijaya Universitas Brawijaya

rawijaya Universitas Brawijaya Universi The alteration of the word "did" into "died" in graphophonic side or the words tas Brawijaya Universitas Brawijaya Universitas Brawijaya sound composition was not significantly changed. Those two words had the same Universit pronunciation sound in the beginning and the last part of the words. The sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya transformation was clearly seen on the essence of meaning. Semantically, both of them totally had different meaning and it did not make sense anymore so it broke Universithe whole context, therefore the cue was categorized as vipoor semantics it as Br acceptability (o). In addition, the distinction was also apparent in word order so it Universities belongs to syntactic weakness (o) since the word function "did" as auxiliary was Universit converted into "died" served as adjective. Thus, the existence of an incompatible sitas Brawijay word modification could confound the content of the text. Another variety substitution category was described in a sentence in the University authentic text as the following example below (See appendices. 9 and 10). ER: "I shall repeat the words of the fish." OR: "I shall repeat the worse of the fish." Modification of the word "words" into "worse" was determined as partial University graphophonic similarity ( $\sqrt{}$ ). In pronouncing both words, the identical sound was sitas Brawijaya only audible in the beginning part. Referring to cueing system, this kind of miscue was indicated as partial semantic acceptability  $(\sqrt{})$  caused by transformation of Universi these literal meanings based on semantic viewpoint were solely acceptable in asitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya single sentence. However, these changes still converted the contextual sense. The Universit discrepancy meaning which was made could disrupt the context. Referring to the Universitas Brawijava Universitas Brawijava University word contexture, the substitution was categorized in syntactic strength (+) sit as Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi because Adi as the reader equalized both function words which were served assitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Broverall, miscues were made by Adi considerably as low quality miscues itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitistice his substitution miscues almost change the particular context. It could be stars Brawijava proved by denoting almost all miscues with substitution category were classified Universitas poor semantic acceptability (o) based on three cueing system. In fact, theresitas Brawijaya were no similar even identical meanings having the same meaning of each miscue Universities had destructive characteristics in view of sitas Brawijaya Universithe meaning essence of the content of the text totally changed and then itsitas Brawijaya automatically influenced contextual sense. Although, Adi read the text in a slow Universi speed to avoid any mistake but an unexpected miscue naturally had been realized. Sitas Brawijaya UniversitHe estimated, probably was too fast in reading aloud. Consequently, the University substitution miscue produced, caused Adi lost his understanding to get the Universit meaning of the text and could not interpret the intended meaning. Universitas BraThe miscue was identified as omission types, since the reader skipped orsitas Brawijaya omitted to read the original letter, word, phrase or sentence in the passage. Universit Omitting the word was categorized as miscue because it could significantly break Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe language structure or grammatical errors. Based on the deep analysis, the sitas Brawijava writer found 13 (thirteen) omission types made by Adi. The investigation of Universitimiscue production of Adi showed the case of omission miscue occurred in Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitomitting letter, part of word and word Universitas Brawijaya Universitas Brawijaya

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Universitas BraThe case of omission miscue occurred in a form of letter was displ	layed insitas	Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
Universitie following passage below. (See appendix. 9)	Universitas	Brawijay
Universit (Line 24) ijay ER: " filled it with pieces of glass" tas Brawijaya	Universitas	Brawijay
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University Brawija Adi, failed to pronounce bound morpheme"—s" which was d	Universitas lenoting	Brawijay
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Universitas Brawijay	Universitas	Brawijay
objects. Nonetheless, the miscue inside of grammatical rule stand po-	int was	Brawijay
justified since it did not undermine sense in the original context		
OHIVEISH STATE OF THE STATE OF		
	nisoral	Brawijay
University (1) FR (G)		
(Line 21) ER: "Stop your <u>praying!"</u> Universita		
Universitas I	Universitas	Brawijav
The miscue occurred since he missed to pronounce the segment of proguniversitas B	gressive Universitas	Brawijay
Universit suffix -ing in his oral reading. The progressive suffix "-ing" was used in	formingsitas	Brawijay
Universitas Braw Jaya	Universitas	Brawijay
pronounced " <b>pray</b> " and skipped to pronounce " <b>-ing</b> ", he transformed the	Universitas original	Brawijay
·	-	
Universitas Brawijaya	imed as	Brawijay
miscue since in view of English structure, it was inappropriate.		
presented on the following sentence below. (See appendix. 9)		
	Universitas	
	Universitas	
	Universitas Brawijaya	Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawij

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ $^{48}$ sitas Braw	/ijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	
rawijaya	Universit(Line 2) wijay ER: "There was once an old widow who was poor"ya Universitas Braw	/ijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	⁄ijay
rawijaya	Universitas Brawijaya OR: "There was once <u>old</u> widow who was poor" Universitas Braw	/ijay
rawijaya	Universit Adi skipped article "an" in his oral reading. In this case, the word "an" was it as Braw	/ijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	vijay
rawijaya	Universitavowed as indefinite article that was used for preceding singular countable nounsitas Braw	
rawijaya	Universitas Brawijaya or to introduce a subject which has not been previously mentioned. When he Universitas Brawijaya	/ijay
rawijaya	Universitas Brawijaya Univer Persitas Brawijaya Universitas Braw	/ijay
rawijaya	Universitskipped the article, it means he ignored specific information of the subject and sitas Braw	/ijay
rawijaya	Universitas Brawijay Universitas Braw	/ijay
rawijaya	Universities English rule. Nevertheless, the miscue did not change the chief meaning translated Braw	
rawijaya	Universitas Braw and the sense was still understandable.	
rawijaya	Universitas Braw	
rawijaya 	Universita Adi did not know if the omission miscue effect could break Englishsitas Braw	
rawijaya 	University structure. In fact, Adi was not overwhelming knowledge in terms of vocabulary	
rawijaya	The state of the s	
rawijaya	University and pronunciation. Based on the discussion session, the reason why Adi omitted Braw	
rawijaya	Universit hose kinds of miscues he estimated probably because he was reading too fast, sitas Braw	
rawijaya rawijaya		
rawijaya Srawijaya	Universities Unive	
rawijaya	Universitas Universitas Braw	
rawijaya	Universitas Braw Universitas Braw	
rawijaya	Universitas B There was only 1 (one) miscue identified as reversal type. The miscue was	
rawijaya	There was only 1 (one) miscue identified as reversal type. The miscue was Universitas Braw	/ijay
rawijaya	Universit decoded as reversal since the reader altered the sequence order of letter, word, sitas Braw	
rawijaya	Universitas Brawii	vii av
rawijaya	Universit phrase or sentence. The emergence of miscue types was demonstrated in the Braw	/ijay
rawijaya	Universities Brawijaya Universitas Brawijaya Universitas Braw	⁄ijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	/ijay
rawijaya	Universit(Line 3) wijay ER: "in even ate nothing for three days: "as Brawijaya Universitas Braw	/ijay
rawijaya	Universitas Brawijaya	/ijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	/ijay
rawijaya	Universit The reader reversed the word "three" into "there". It showed there was the las Braw	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	/ijay
rawijaya 	Universi regulation exchange of word arrangement in terms of alphabet, nevertheless the Braw	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Braw	
rawijaya 	Universitas Brawijaya Universitas Brawijaya Universitas Braw	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	/ijay

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universi number of letter was constant, and it was generating a new word form with it as Brawijaya as Brawijaya Universitas Brawijaya Universit University order, it definitely changed basic meaning of the sentence. The word "three"sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya referred to express the equivalent number whereas "there" expressed place or position. The change of both meanings was obviously affecting contextual sense. UniversitHowever, this case of reversal miscue was not modifying grammatical function.sitas Brawijaya The word "three" which was lexically functioned as an adjective was reversed by Universitation there" as adjective function. The reason why Adi committed the miscue, he thought the word "three" sitas Brawijaya in the text was "there" because both of words are almost similar. He confessed Universit the miscue done by him because he got misperception to input the original wordsitas Brawijaya Universitin the text. Universita Universit 4.1.2.2 Student II (Arya) and Miscue In-depth Analysis Arya had good capability in learning English, especially in reading English proficiency that was why he dubbed as good reader. Arya liked reading a Universitext in silent way because that way espoused him to keep his concentration. Insitas reading aloud session, he chose the Myth topic to be read. He assumed the Universit Aboriginal Myth story entitled "Ockok the Owl and Wak the Hawk" was a very Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi fascinating and challenging story. Referring to miscue analysis findings, the totalsitas Brawijava number of his miscue production attained 94 miscues out of 592 words from the University original text. There were six types of miscue emerging comprising 25 (twenty sit as Brawijaya five) substitutions, 49 (forty nine) omissions, 4 (four) insertions, 4 (four) Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universi reversals, 2 (two) repetitions, 10 (ten) self-corrections. Regardless his miscuesitas Brawijaya Universitas Brawijaya Universit could be proved in retelling session. In fact, he conveyed the content of the story Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya in detail. He could identify 5 main points of the story regarding key story Characters, setting, story problem (conflict), key story episodes and problem **Universite**solution.jaya The result of Arya miscue production about types of miscue and the three Universities of the cueing systems were presented in the following analysis. In order to obtain more Universit specific explanation regarding the result of the study, the writer analyzed severalsitas Brawijaya miscues which represent the explanation of the whole findings. Universit 1. Substitution and the Three Cueing Systems Based on miscue analysis result, there were many utterances containing Universit substitution miscue types produced by Arya when reading aloud. The utterance Sitas Brawijaya Universit was claimed as substitution inasmuch as he substituted the authentic text with his own word in oral response. He produced 24 (twenty four) substitution miscues Universit category. Referring on the result of three cueing systems, it denoted that theresitas Brawijaya Universit were three miscues levels covering high, medium and low quality. Universitas B The substitution word was considered as high quality miscue since the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit miscue was high in terms of graphophonic, semantic and syntactical systems. Thesitas Brawijava example of high substitution is represented in the following sentence below. (See Universitappendices. 11 and 12) ersitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universit (Line 20) ilay ER: "Tomorrow I'll go into the bush and look for fish rather than I sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay OR : "Tomorrow I'll goes into the bush and look for fish rather sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unithan yams Brawijaya Universitas Brawijaya Universifirst person verb marker into the third person singular verb marker. If it wassitas Brawijaya viewed from standpoint of English structure or grammar, that pattern was not University justified. However, the substitution was determined as high quality because the Universit miscue was approved as effective graphophonic similarity (+), high semanticsitas Brawijaya acceptability (+) and syntactical strength (+). It was high in graphophonic facet Universi since there was no significant difference of pronunciation in the beginning and sitas Brawijaya Universi middle of the word, so that fact was eligible to recognize this kind of substitution stras miscue as effective graphophonic similarity (+). This case of substitution was Universit semantically accepted because the modification did not change the sense of thesitas Brawijaya text so it is categorized as high semantic acceptability (+). The substitution Universit miscue was assigned as syntactical strength (+) since the miscue had the same Sitas Brawijaya Universit wording with the original word in the passage as verb. Besides producing high quality miscue, the finding showed that Arya also University produced substitution miscue with medium quality. The substitution occurred insitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the following exemplar. (See appendices. 11 and 12) rsitas Brawijaya Universit (Line 18) ER: "Wak took the yams from Ockok and threw them away" niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay OR: "Wak took the yams for Ockok and threw them away" Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universi He substituted the word "from" became "for", this kind of substitution cases as Brawijaya Universitas Brawijaya Universitas Brawijaya indicated as little or no graphophonic similarity (o) since the substitution had no University similar sound or pronunciation aspect. However, the miscue was accepted based sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universition syntactical and semantic cues. Syntactically, the miscue was determined as sites Brawijava syntactical strength (+) because both of words still had identical grammatical Universit function which is acted as 'preposition'. Furthermore, if it was analyzed based onsitas Brawijaya semantic standpoint, this substitution was quietly appropriate and understandable Universities to be applied in a single sentence nevertheless only a little change occurred on the Universit contextual sense. This modification case was recognized as partial semantics it as Brawijaya acceptability  $(\checkmark)$ . The last substitution was low quality miscue. It happened since the Universit substitution was low in terms of the three cueing systems. The example like is in a University sentence as presented below. (See appendices. 11 and 12) ER: "Let's cook them now and eat them!" Universit(Line 15) OR: "The cook them now and eat them!" UniversitThe Bwords substitution transitive verb "Let's" into definite article U"The sitas Brawijaya syntactically, semantically and the graphophonic system were not acceptable. Both of words were totally discrepant in terms of the basic meaning then affected Universithe contextual sense, so this substitution belongs to poor semantic acceptability it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Brawijaya Universitas Brawijaya Universi verb became "The" as definite article, it was identified as syntactic weakness (o). Universitas Brawijava Universitas Brawijava Universit Universiting addition, the substitution was appertained as dittle or no graphophonic sitas Brawijaya University (o) since the pronunciation both of words was far different.

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universitas Br Generally, the miscue production was made by Arya in oral readingsital	
rawijaya	Universitas Brawijaya	s Brawijay
rawijaya		
rawijaya	Universities semantic acceptability (+) miscue. In fact, it means his miscue production did not	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universi significantly disrupt the contextual sense in the text, so that the content of story	
rawijaya	was still understandable and comprehensible. Referring to the discussion session,	s Brawijay
rawijaya		
rawijaya rawijaya	Universitas Praviley	
rawijaya	Universitas Brawijay Universitas purely caused by mispronunciation.  Universitas Universit	
rawijaya rawijaya	Universitas Braw Universitas U	
rawijaya	Universitas Di Universitas Universitas Universitas	
rawijaya		s Brawijay s Brawijay
rawijaya	Universi The forty nine (49) omissions were produced by Arya, those designated sites	s Brawijay
rawijaya	University	s Brawijay
rawijaya	that he potentially did skipping act. Referring to the result of miscue University	s Brawijay
rawijaya	Universitidentification, the omission miscue was transpiring under two kinds of formsitas	
rawijaya	Universitation and the second state of the sec	s Brawijay
rawijaya	covering word, phrase and clause. The occurrence of omission in a form of word University	
rawijaya	Universitivas described in a sentence as follow: (See appendix. 11)	
rawijaya	Universitas Universit(Line 6) ER: "They both had the same mother"  Universitas Universitas	
rawijaya		
rawijaya	Universitas Bl. OR: "both had the same mother"	
rawijaya rawijaya	Universitas Bra UniversitThe omission miscue omitted the pronoun form of the word "They" lin loral sitas	
rawijaya	Universitas Brawija	
rawijaya	Universi response. The pronoun "They" here refers either to the plural characters or	s Brawijay s Brawijav
rawijaya	University was previously mentioned in the discourse. When he did this kind of	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universit miscue, it means that he ignored the importance of pronoun which is functioned as sites	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	reference as subject inside the text in order to avoid the ambiguity. Nevertheless,	s Brawijay
rawijaya	Universi this omission was not significantly converting the meaning of the context even it	s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	s Brawijay
rawijaya	Universitäs still apprehensible liversitas Brawijaya Universitas Brawijaya Universitas	
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	THE TOTAL PROTECTION OF THE PR	011110101400	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universitas BraArya failed to pronounce phrase in his oral response. The case of	of phrasesitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	University omission was presented in the following example. (See appendix. 11)	Universitas	Brawijay
rawijaya	Universit (Line 43) ER: "In the dreamtime, Wak, the hawk man, tried to trick	<sub>k</sub> Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijay OR: "iversitas Brawij, Wak the hawk man, tried to tric	k Universitas	Brawijay
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rawijaya	University Brawijaya University Problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of that problem was identified that Arya abandon the function of the problem was identified that Arya abandon the function of the problem was identified that Arya abandon the function of the problem was identified that Arya abandon the function of the problem was identified that Arya abandon the problem was identified	Universitas	Brawijay
rawijaya	Universit adverb of time but it was not inflicting grammatical error. The omission		
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	University modifying the whole original sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was leaving out any account of the sense so although it was all the sense of the sense	0111101011010	Brawijay
rawijaya	Universities Specific information in the text, he as reader still could get the main points.	Universitas	Brawijay
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universita	ample ofsitas	Brawijay
rawijaya	Universi omission clause was shown in a sentence like this. (See appendix. 11)	hiversitas	Brawijay
rawijaya	University	niversitas	
rawijaya	Universi (Line 30) ER: "Ockok left his brother and found a new place to live	<b>by</b> niversitas	Brawijay
rawijaya	Universit	hiversitas	
rawijaya	Universita himself"	niversitas	
rawijaya	Universita OR: "Ockok left his brother and found a new place	Universitas	
rawijaya	Universitas ( )	Universitas	
rawijaya	Universit Arya left out the clause "to live by himself" in the passage. In this		
rawijaya	Universities omitted the clause. It indicates that he neglected additional information in Universities B.	Universitas the text	Brawijay
rawijaya			
rawijaya	University Et, his miscue was not disorderly English structure and significantly cha		
rawijaya	Universitas Braw jaya	Universitas	
rawijaya	Universitas Brawija wijaya wijaya	Universitas	Brawijay
rawijaya Irawijaya	Universitas Brawijaya  Based on the discussion session, Arya expressed his reason Universitas Brawijaya	Universitas why he Universitas	Brawijay
rawijaya	University committed the miscue was just because he could not control his speed or		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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awijaya	Omiversitas Diawijaya Omiversitas Diawijaya Omiversitas Diawijaya	omversitas	Diawijay

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Universita3. Insertiona Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
Arya produced only 4 (four) insertion miscues. It happened since he	Brawijay
Universi inserted or added another word out of the original text. The emergence of the	Brawijay
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
	Brawijay
(Line 21) ER: "The next day Ockok went out again to look for food."	Brawijay
Universitas Brawijay Universitas Prawijaya U	Brawijay
the passage. The reader added inappropriate word in the passage which	Brawijay Brawijay
Hairman I	D.,
side, this kind of insertion was not providing negative effect toward the actual	Brawijay Brawijay
University University I I I I I I I I I I I I I I I I I I I	
Universit Insertion category could be described in the following sentence here. (See sites in	Brawijav
Universita, Lin 11) Universitas F	
Universitas Universitas E	
Universit(Line 12) ER: "Every morning, as the sun was just beginning to shine,!" ersitas E	
Universitas L Universitas E	Brawijay
Universitas B. OR: Every morning, as the sun wasn't just beginning to snine	Brawijay
Universit Arya enhanced negative form "not" within 'to be' in the sentence, it indicated it as	Brawijay
Universitas Brawi Jaya Universitas B	Brawijay
Universities Brawillay Universities I Unfortunately, this insertion miscue affected the context sense in a whole	Brawijay
·	
sentence in the authentic text was deficient in terms of 'to be' and needed to be	Drawijay Drawijay
added.	
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
	Universitas Brawijaya Universitas Universitas Universitas Universitas Brawijaya Universitas Universitas Universitas Universitas Brawijaya Universitas Braw

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universita4. Reversal/a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Referring to the finding, the miscue production with reversal category University amount 4 (four) miscues. The miscue was classified as miscue since Arya as the Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya reader reversed the oral response. The result showed there were two kinds of reversals covering reversals of word and sentence. Here is the reversal's example University which occurred in a form of word. (See appendix. 11) Universit(Line 23) ER: "We can't eat those fish either!" OR: "We can't ate those fish either!" UniversitIn the reversing act the word "eat" verb for present tense became "ate" verb forsitas Brawijaya past tense in the oral response, it indicated that the reader did high quality miscue. Universi The change lied on the word order with the result that was forming the main part sitas Brawijaya Universi of the predicate of a sentence became a new word formation. However, the reversal was still structurally justified in English and also the sense contextually Universitwas acceptable. In addition, the reversal could happen in a form of phrase. (See appendix. Universitan Bra ER: "Wak took the fish from Ockok and threw them away too." Universi (Line 24) OR: "Wak took the fish Ockok from and threw them away too." Universities changed the grammatical pattern between phrases. On the other side, that it as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reversal miscue changed the word order so it created grammatical error. Yet, the stas Brawijaya University reversal was accepted since the contextual sense of the sentence was still easy to sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit apprehend. The reason Arya did the reversal miscue when reading aloud, he saidsitas Brawijava Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas. Repetition Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas E Goodman implied that repetition happened since the reader repeated word,	3rawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	3rawijay
rawijaya	University of part of it, or a phrase. Here, Arya produced the miscue with repetition typesitas	3rawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay:
rawijaya	Universit aggregates 2 (two) miscues. Repetition only happens at the ending of the word, assitas E	3rawijay
rawijaya	Universitas Brawijaya	
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rawijaya	Universit(Line 2) wijay ER: ",there was a little owl."	
rawijaya	Universitas Brawijay  OR: ",there was a <b>little</b> little owl."  rawijaya Universitas Brawijaya Universitas B	
rawijaya	Oliversitas braw	
rawijaya	Universit Asya repeated the word "little" that stands for adjective. Although the miscue	3rawijay
rawijaya	Universitas E	
rawijaya	Universitoccurred in his oral response, a bit problem only lied on grammatical error.sitas	
rawijaya	Universi Universi Weanwhile, this repetition was not modifying particular sense toward the context.	srawijay:
rawijaya		
rawijaya rawijaya	Universit  Furthermore, the same case happened since he repeated the word as it as European inversitas Eur	Prawijay Prawijay
rawijaya	Universit pronoun in the sentence, for instance: (See appendix. 11)  niversitas E	
rawijaya	University Iniversity I	
rawijaya	Universitat ER: "One day, Wak came to visit his brother"  Universitat Universitat ER: "One day, Wak came to visit his brother"	
rawijaya	Universitas OR: "One day, Wak Wak came to visit his brother" Universitas E	
rawijaya	Universitas L Universitas E	3rawijay
rawijaya	Arya reiterated the subject "Wak" in his oral response. This miscue was	3rawijay
rawijaya	University grammatically acceptable. In addition, it was not confounding the whole meaning.	3rawijay
rawijaya	Universitas Braw Jaya Universitas B	3rawijay
rawijaya	Universit Generally, the reason why he repeated the word was just because there were many sitas E	
rawijaya	Universitas Brawijaya Universitas Enew and unfamiliar words in the text. Therefore, he got impediment to pronounce Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	3rawijay
rawijaya		
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya		
rawijaya	Universitas Brathe writer found 10 (ten) self-correction miscues that occurred in AryaSitas E	
rawijaya	Universitas Brawijaya	srawijay Prowijov
rawijaya		
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya rawijaya	Universitas Brawijaya	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitidentified such as, the first was the corrected word in his self-correction and thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya second was miscorrection word in the self-correction response. The example of Universithe miscue was corrected in oral response called as successful correction as sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitrepresented in an active sentence here. (See appendix. 11) s Brawijaya Universitas Brawijaya rawijaya Universities Brawijaya (Line 2) ER: "Once upon a time, in the dreamtime, there was a little **owl**." ersitas Bráwijaya s Brawijava 1. Howlersitas Brawijava 2. Owl © OR: "Once upon a time, in the dreamtime, there was a little owl." Universitas Br He corrected his pronunciation "howl" as miscue that was made in his oral sitas Brawijaya Universit response became "owl" as the correct one. In this case, he over corrected this high quality miscue because it did not indicate grammatical error and change the Universi meaning. Arya also made miscorrection miscue in his self-correction response rawijaya University namely abandoned correction in the following interrogative sentence below. (Seesitas Brawijay) Universitappendix. 11) Universit(Line 9) ER: "Ockok, why don't you come and live in my country?" Iniversitas Brawijaya 3. Do you not come (mc) OR: "Ockok, why don't you come and live in my country?" niversitas Brawijava He failed to correct himself the miscue with self-correction types. This Universit self-correction miscue case was identified as miscue. It is because Arya failed to Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi correct his mispronunciation became correct clause in his oral response matching sitas Brawijava with the authentic text. Referring on that problem, the miscue was identified since Universi there was word order modification. Nevertheless, the meaning of the text was it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universituderstandable and comprehensible wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitias Br In the discussion session, Arya implied that the reason why he committed it as Brawijaya Universitas Brawijaya Universitas Brawijaya the miscue because he should correct the word since he made a mistake, because if he made wrong utterances, it could influence the meaning and interpretation. Versitas Universitas Brawijaya Universitas Bran lanswering the second research problem, the writer applied factor sitas Brawijaya contributing the language production theory proposed by Kern (1988). Kern revealed there are three factors contributing the language production covering Universitinguistic factor, cognitive factor and affective factor. Investigation of factors stimulated miscue production could be determined from various sources as well as from background information of participants and also interpretation analysis. 4.1.3.1 Background Information and Factor Identification of Student I (Adi) Adi was 20 years old, and was registered as a second semester college Universi students at the inclusive school Galuh Handayani. He was one of college students it as who is diagnosed Autistic Spectrum Disorder with Asperger type. He acquainted Universit English and regularly learned it since in first grade elementary school. Universitas Parents' perspective. According to child development information from parents, his parents conveyed that Adi had a delay of psychological problems. The Universi problems presented in poor social skills, his parents expressed that Adi had onlysicas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita emotional. Adi had good enough ability in controlling his emotions but sometimes Universithis emotion was uncontrolled if his parents could not fulfill what his want. Then, sit as sometimes lack of confidence. In addition, Adi tended to reject responsibility, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universialways became anxious when meeting others, preferred to be followers, preferred it as Brawijaya Universitas Brawijaya Universitas Brawijaya to ignore him self as a result of overprotected or dependent parenting. Based on Universit parents' perspective, there were not any problems in his language development. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Braw Educational college institutions Galuh Handayani's perspective. Based on the results of diagnostic analysis, identification results showed Adi had enough Universi language skill especially in reading proficiency, but he was still lacking in terms it as Br of understanding and comprehension. Observing from the perspective of emotion University and behavior, Adi was able to receive and understand the information provided. UniversitHe was also able to respond well, though was still limited to the things that/hesitas liked or attracted attention. In terms of arguing, he still required a longer time and Universia clear direction. However, he had stable emotion but the stability tends to sitas decrease if his desire was not fulfilled. He had enough motivation but still need some referrals. Adi still needed long time to argue and share his argumentation. English teacher's perspective. According to his English teacher, Adi had enough ability in reading English but he was still poor in comprehending and Universitunderstanding the content. Regardless his psychological impairment, Adi had sitas Brawijaya great volition to learn English. But sometimes, he had any problems in learning English. In the discussion session, his teacher argued that he had impaired Universi concentration or short attention of concentration. Then, the reason he made sit as Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities learning. He could not accommodate too many pronunciation and placement of Universities Brawijaya Universities Brawijaya Universities University punctuation in improper place. S Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw By/ applying factors contributing language production theory (Kern, sitas Brawijaya as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 1988), the writer identified there were three factors which led Adi to produce Universit miscue vencompass linguistic factor, cognitive factors and affective factor. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Evidentiary of these factors was discussed as follow: rsitas Brawijaya Universitas Brawijaya Linguistic factor. The linguistic factor triggered to the production of ersi miscue because the different code, inter-language and proficiency. The differences it as Braw code of background language between first language and target language would University stimulate the reader to generate miscue. Bilingual learner who had discrepancy on Universitlanguage system between mother tongue and target language became one/ofsitas Braw triggers that led to the production of miscue. In fact, Indonesia and English had Universi different language code cover writing systems, lexicon, syntax and semantic sitas relation. Because of this complex gap inflicted an impediment for learner in reading. One of influencing factors that led Adi to make miscue was the language Universi differences among his first language (L1) Indonesian and English as his second language (L2). In addition, transformation L1 to L2 as an inter-language also had Università role to excogitate miscue. In learning cross-language learner should acquire la Brawijaya linguistic sector and adopted a new language form. Indonesian vocabulary and English vocabulary are far identical similar. English had complicated vocabulary Universi in consequence Indonesian learner such as Adi had many difficulties in terms of sites Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi pronouncing English vocabulary. As stated by his English teacher in short it as Br interview and discussion, his teacher conveyed that Adi accommodated too many Universi pronunciation and placement of punctuation in improper place when reading sites Proficiency also became another factor contributing miscue production. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universi Essentially, the teacher argued that he had good proficiency in reading and it as Brawijay Universitas Brawijaya University proficiency in reading was still indeed under normal children because of his sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas developmental disorder as autism so that his miscue production relative more frequently happened rather than normal children. In fact, he produced 34 miscues. Universitas Braw Cognitive factor. The cognitive factor also stimulated miscuesitas production. Kern (1988 p. 51) implied that a cognitive factor, reading in any language is a cognitively demanding process, involving the coordination of Universitattention, memory, perceptual process and comprehending process. Based on the sitas information obtained from Galuh Handayani about the identification of Adi Universi diagnostic, he had enough language skill especially in reading proficiency, but he sitas was still lacking in terms of understanding and comprehension. Seeing on that fact, he had damage in cognitive process which was related to storage of Universitgenerated ideas in comprehending process. Based on diagnostic childrensitas Brawijaya information, he needed long time to share his idea. It could be proven that Adi Universit delayed in storage of generated ideas and information in long term memory. Thus, Sitas Brawijaya those factors became one of another contributory factor triggered his production Universitas Braw Affective factor. The last factor contributing miscue production was sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas affective. Affective states in reading refer to the emotional factors which may have a negative or positive effect on reading (Ellis, 1994 p.472 cited in Qiuyan Universitas Brawijava Universitas Brawijava University and Junju, 2011 p.75). In this case, Adi frequently read the text with high-pitched stass intonation during oral reading session. Adi had impairment which dealing with Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universit affective aspects such as emotional, anxiety and self-confidence. Referring to the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya information obtained from Galuh Handayani about the identification of Adi Universit diagnostic, he had stability of emotional but the stability tends to decrease if his Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya desire was not fulfilled. In addition, he had enough motivation but still need some referrals. Adi had problem in anxiety and self-confidence. Sometimes he was lack University confidence. In addition, Adi tended to reject responsibility, always anxioussitas Brawijaya when meeting others. Based on that fact, it was enough to prove that his affective University factor included emotional, anxiety and self-confidence as the factors influencing Universithim to generate miscue. 4.1.3.2 Background Information and Factor Identification of Student II Arya was 22 years old, and was a child who diagnosed Autistic Universit Spectrum Disorder with Asperger type. He learned English since kindergarten. Sitas Brawijaya Now, he was a second semester college student at the inclusive school Galuh Universitas Braw Parents' perspective. According to child development information from sit his parents, Arya got trouble in terms of concentration or less focus in doing universition something. He also had development impairment in his behavior because he Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitended to be a hyperactive child. Brawijaya Universitas Brawijaya Universitas Brawijaya Educational college institutions Galuh Handayani's perspective. Universitas Brawijaya Universit Actually, 'Arya's ability was quite good, as shown by his ability to understand the Sitas Brawijaya material. Arya also has a good skill in reading. On the other side, he was still poor Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitin terms of accuracy and exactness for answering the question correctly, so it issites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya necessary to be reminded and motivated. Universitas Braw English teacher's perspective. Arya had good comprehending and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya understand the content, as shown he was able to retell the content of the material that he read. In the discussion session, his teacher argued that he had impaired Universit concentration or short attention of concentration. Then, the reason he made it as B mistake in reading because he had not enough source or supporting development Universities learning. He could not accommodate too many pronunciation and placement of University punctuation that was inaccurate. The identification of the factor contributing miscue production referring background of the learners above showed that there were linguistic factor, Sitas Universi cognitive factor and affective factor. Linguistic Factor. Acquiring second language (L2) is not as simple as Universit acquiring first language (L2), it because learners needed big effort to learns it as Brawijaya language which had not similarity in terms of linguistic feature. The distinction of University language code of L2 which more complex and complicated caused learner sitas Brawijaya confronted by some problems or difficulties. Because of those problems or difficulties, sometimes learner did mistake or error even miscue. As an English Universi second language learner that kind of problems was also experienced by Arya. Insitas Brawijay Universitas Brawijaya English system as his second language in terms of writing system or structure, ersitas Brawijava Universitas Brawijava Universitas Brawijava University ocabulary or lexicon, meaning or semantic and pronunciation or phonic sitas Br Pronunciation code here was as the significant difficulties for Arya during the **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universi learning process. As stated by his teacher, the teacher conveyed that Arya coulds as Brawijay Universitas Brawijaya Universitimproper place as the same like a barrier that was experienced by Adi. Thus, Sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya because of that pronunciation interference could affect his fluency and triggered him to produce miscue in reading. Inter-language in linguistic factor also Universit intervened English Second Language (ESL) learner to make a miscue. Qiuyan and sitas Br Junju (2011, p.77) the inter-language may reflect the influence of cross-language University differences, the over-generalization of English rules and the creation of new Universit forms. In learning cross-language learner should acquire linguistic sector and sitas adopted a new language form. Proficiency became another linguistic factor Universi contributing miscue production in reading aloud. Actually, Arya was a proficient Sit reader at the level of autism. As conveyed by his English teacher that he was a good reader because he had passion to read. However, his proficiency in reading Universit definitely was not as good as normal children. Thus, because of his deficients it as Bra proficiency in reading led him to produce miscue and attained 94 miscues in the Universitfinding. Cognitive factor. Actually Arya had good cognitive ability, especially in his memory, perceptual process and comprehending process. He was able to University retell the content of the story critically and detail. However, in another factor such sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Br as coordination of attention was still poor. It was proven by omission as the Universithighest miscue made by him. It indicated that he was still poor to coordinate his Universitas Brawijaya Universitas Brawijaya Universitatention by skipping act. It indicated that Arya was not able to coordinate his it as attention. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw Affective Factor. Reviewing from some perspective about backgrounds tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya information of Arya, the writer could infer that the factor contributing him to University generate miscue because of his poor affective ability. In fact, his parents conveyed sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya that Arya had limited concentration and focus. The statement also was supported Brawillay by diagnostic children information that expressed "Arya was still poor in Universit conscientious or accuracy in answering the question correctly so necessary to besit as Brawijaya reminded and motivated." His English teacher also supported the statement above Universities stating that Arya had impaired concentration or short attention of Universit concentration. In fact, he did skipping act during reading aloud session it meant hesitas Brawijaya had not good enough concentration and accuracy. Thus, those kinds of problems Universi could affect him to produce miscue. 4.2 Discussion The two representatives who diagnosed Autistic Spectrum Disorder (ASD) Brawijaya of second semester college students at the inclusive school Galuh Handayani were sophisticated in learning English as second language at the autism level. Universi Considering their good qualification such as high-functioning (high average IQ), sitas Brawijaya long-time experience in learning English and their reputations as English good university readers at the autism level evidently those all could not guarantee that they never Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University made a mistake or error in reading. Apparently, they potentially generated miscuesitas Brawijava Universitas Brawii ava University productions of miscues were influenced by three factors covering linguistic, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit cognitive and affective factor as Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br The occurrence of miscue was recognized by implementing six types of sitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universition proposed by Goodman (1973). Referring to general calculation of itas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit miscue production, the second semester college autistic spectrum disorders as Brawijaya rawijaya students at the inclusive school Galuh Handayani Surabaya generated 129 miscues University which consist of seven miscue types. The percentage of each number of miscuesitas Brawijaya Universit productions was described on the following chart below. rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Iniversitas Brawijaya hiversitas Brawijaya rawijaya iversitas Brawijaya Substitution Sitas Brawijaya tas Brawijaya rawijaya Self-correction rawijaya iversitas Brawijaya ersitas Brawijaya ■ Insertion rsitas Brawijaya ■ Repetition Univers<mark>itas Brawijaya</mark> Universitas Brawijaya Universitas Brawijaya Universitas Brafigure 4.1 Percentages of Types of Miscue rawijaya Universitas Brawijaya Conforming to the accuracy percentage of miscue denoted omission as the rawijaya rawijaya Universitimost frequently happened in oral reading with total number attained 62 miscues Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya (48%). The second position was substitution type as many as 46 miscues (36%). Sitas Brawijaya rawijaya Furthermore, Self-correction type with 10 miscues (8%) placed in the third rawijaya Universitas Brawijaya Universitas Brawijaya University position. The fourth position was occupied by reversal in the amount of 5 miscuessitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijava University (4%). Then, insertion type with 4 miscues (3%) placed in the fifth position. Sites Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Furthermore, the last position belongs to repetition type with 2 miscues (1%). Universitas Bradi was a good reader however he produced 35 miscues in his oral sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br reading. He generated only three miscue types including 21 substitutions, 13 omissions and only 1 reversal. Substitution as the most frequently miscue was Universit made by him. Based on the three cueing systems comprising graphophonic, sitas Br semantic and syntactic systems application which proposed by Goodman (1969), Universities the writer indicated overall his substitution cues were categorized as low quality Universitsince he frequently used minimal cues based on three cueing systems. The results it as Br showed that the miscue was low in terms of graphophonic, semantic and Universi syntactical as presented in the representative example from the finding like this. Sitas Brawijaya He altered the word "with" became "white", thus the miscue little or no graphophonic similarity (o), poor semantic acceptability (o) and syntactic Universitweakness (o). He was used maximal cues toward graphophonic, semantic and sitas Brawijaya syntactic systems. For instance: he substituted the word "did" into "died". In view Universit of graphophonic, semantically and syntactically, his cue was not justified. Insitas Brawijaya responding his miscue production, he argued that his miscue could happen because he was reading too fast, had not enough concentration and less Universi scrupulous. Then, it could happen because of misperception. Thus, those miscues it as Brawijaya Universitas Brawijaya retell the whole story. He could only identify a bit character description, story Universitas Brawijaya Universitas Brawijaya Universi problem (conflict) and problem resolution of the story. Yet, the setting and keysitas Brawijav ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya episodes of the story were not identified by him. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Br Different from Adi, the frequency of miscue was made by Arya relativelysitas Brawijaya Universitas Brawijaya Universitas Brawijaya higher rather than Adi. Arya produced 94 miscues including six miscue types. University There were 25 substitutions, 49 omissions, 4 insertions, 4 reversals, 2 repetitions Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br and 10 self-corrections. The result showed that omissions as the most frequently occurred in his oral reading. Referring to the finding of the study, Arya made two Universitkinds of omissions comprising omission of word and phrase. Based on the sitas Bi identification cueing systems, his miscue production categorized as high quality Universities miscue and low quality miscue. His high quality was described in the word "go" sites Universitinto "goes" In view of semantically, syntactically, and graphophonic cue, thesitas substitution was effective graphophonic similarity (+), high semantic acceptability (+) and syntactic strength (+). In other side, the low quality miscue was discovered in word "both" substituted into "but". As cueing system analysis showed the substitution miscue was identified as little or no graphophonic Universi similarity (o), poor semantic acceptability (o) and syntactic weakness (o) becauses it as Bra it did not make any sense. Reflecting on his miscue production, Arya had some Universitreasons including he read too fast, made mispronunciation and there was many sitas Brawijaya new vocabulary in the text. The writer discovered new phenomenon in the study. According to University analysis miscue types, the result detected there were 2 (two) multiple miscues. Sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi Multiple miscues was identified since within one miscue production could contain siras Br more than one types of miscue. First, multiple miscues occurred on the Universitas Brawijaya Universitas Brawijaya Universit Universi combination of omission and insertion types, for example: the sentence in the itas authentic text "There is plenty of food in the bush around here." became "but Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universi food in the bush around here." as the oral response. Second case, multiple miscues it as Brawijaya Universitas Brawijaya Universitas Brawijaya happened since there was combination between self-correction and substitution Universitypes in the only miscue production. For instance: the original text presented Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya sentence "... he only goes into the bush to look for food at night." However, the reader pronounced "... he only goes into the bush "into "in look for food at night." Universitas Br In determining the factor which leads to the production of miscues, thesitas B study applied the three factors contributing the language production theory by Kern (1988). Both of students had the same factor that influencing his miscue Universit production covering linguistic factor, cognitive factor and affective factor:sitas Linguistic factor affected their miscue in oral reading including different code of Universi English feature were far different with Indonesian as their first language (L1). Sitas Brawijaya Universi English system in writing system, lexicon, syntax and semantic relation were more complex and complicated. The second linguistic factor was inter-language. Universi In learning cross-language learner should acquire linguistic sector and adopted asitas Brawijaya new language form. In fact, learner needed long process to adopt a new language. Universit In learning process, learner definitely faced any problems such as mistake or error sitas Brawijaya Universiteven miscue. Cognitive factor also became one of factors influencing miscue occurred Universi In viewing on the students' limitation on psychological development, it could be Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya trigger the students to make miscue. In this case, Adi had any deficit in University understanding and comprehending. It was related to his cognitive ability, he had Universitas Brawijava Universitas Brawijava Universit Universit rouble in storage of generated ideas and information in long term memory. Aryasitas also had cognitive problems but in different case, he had impairment in terms of **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitatention coordination. It could be proven that he made the highest frequency of sitas Brawijaya as Brawijaya Universitas Brawijaya Universit Universitas Brawijaya Universitas Br Affective factor was the last factor stimulating miscue production. Adi was lack in stability of emotional and self-confidence. Furthermore, he tended to be Universitanxious if he met another person. Thus, those all problems related to his affectives it as Braw sector. In another case, Arya had problems in his concentration and accuracy In order to gain more exhaustive and comprehensive discussions, Universitwriter correlated the result of the two previous studies with present study to besitas compared. The writer compared the present study with the first previous study University overview from Qiuyan and Junju (2011) entitled "Investigating the Miscue-Sitas" reflected EFL Oral Reading Process: A Case Study". The present study applied the three same theories with the previous study, including types of miscue Universit (Goodman and Baker, 1973), the three cueing systems (Goodman, 1969) and thesitas Brawijaya factor contributing the language production (Kern, 1988). With the application of Universithe same theories, but different subject in fact the present study found different sitas Brawijaya results from the previous one. Qiuyan and Junju found a Chinese second-year Shandong University produced 143 miscues in reading narrative and expository Universitext. Substitution miscues were the most frequently produced by students and leas Brawij Universitas Brawijaya Universitas Brawijaya Universitas reversal was not occurred. They found linguistic and cognitive factor were two Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Br Different from the previous one, the present study found second semesters it as of college Autistic Spectrum Disorder (ASD) students at the inclusive school Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universi Galuh Handayani Surabaya generated 129 miscues consisting of 62 (48%) sitas Brawijaya Universitas Brawijaya rawijaya Universit(3%) insertions, 2 (1%) repetitions. It was not similar with the previous one, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya omission miscues were the highest miscue made by participants. The present rsitas Brawijaya
study found new miscue type that was multiple miscues while in the previous Universitas Brawijaya
universitas Brawijaya
Universitas Brawijaya Universitstudy result was not found. There were three major factors contributing to the sitas Brawijaya miscue production while the previous study was only two factors. Universitas Br Besides comparing Qiuyan and Junju study's, the writer compared the Brawijaya Universit second previous study from Hapsari (2013) entitled "Reading Miscue Analysis of sitas Brawijaya Second Semester Students in Study Program of English of Universitas Universi Brawijaya". She found even a good reader produced miscues and three were fifty Sitas Brawijaya Universitnine (59) miscues consisting of 20 omissions (34%), 17 mispronunciations (29%), sitas Brawijaya University substitutions (15%), 8 self-corrections (14%), 3 insertions (5%) and 2 liniversities Brawijaya Universit repetitions (3%). In analyzing different subject of the study yet still used the samesitas Brawijaya theories, both of the two previous found omission miscues were the most Universit frequently produced by students. However, present study had different finding in sitas Brawijaya **M**jaya Universitas Brawijaya Universiterms of multiple miscues. The present study found multiple miscues in the resultsians Brawijaya while the previous one did not found it. Finally, the writer inferred that the result Universit of each study were heterogeneous, rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas BCHAPTER Viversitas Brawijava CONCLUSION AND SUGGESTION Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya University By This chapter presents conclusion and suggestions dealing with the findings of the analysis. It presents the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the findings which is discussed in the summary of the summary Universitas Brawijaya
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Universitas Brawijaya Universi contributes in conducting this study. The study applied two theories covering the types of miscue (Goodman, 1973) and the three cueing systems (Goodman, 1969) Sitas Brawijaya Universit under RMA theory. Based on the result in-depth analysis, there were 129 miscuessitas committed by the two second semester college Autistic Spectrum Disorder (ASD) Universit students at the inclusive school Galuh Handayani Surabaya. The writer identified Brawijaya there were seven miscue types were occurred in oral reading session made by Adi and Arya as the readers when reading narrative story aloud. Percentages of the Brawijaya Universit miscue types were described as follow; omission 48%, substitution 36%, selfcorrection 8%, reversal 4%, insertion 3% and repetition 1%. Referring to the Universit miscue production, the depth analysis was continued by implementing the three sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University cueing systems. In-depth result analysis, the identification showed low miscue insitias ersitas Brawijaya Universitas Brawijaya University could commit the miscue as happened in the case, they estimated probably they as Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas had not enough concentration and less scrupulous, too fast in reading, got a new Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universityocabulary and difficult to pronounce the word. According to the finding, the two sitas Brawijaya Universitas Brawijaya Universitas Brawijaya representative second semester college Autistic Spectrum Disorder (ASD) University students at the inclusive Galuh Handayani Surabaya were potentially produced Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya miscue with omission type. In addition, their cues were still categorized as low-Universitas Brawijaya Universitas quality miscue. Universitas Bran conducting the study, the writer applied the factor contributing thesitas Brawijaya language production proposed by Kern (1988) to identify the factor that affected Universit ASD students to produce miscue. Based on the identification result, linguistic, Universit cognitive and affective factor became the three main factors triggering the itas Brawijay production of miscue. Related to the result of the study, the conclusion is good reader at the level Brawijaya Universit of autism potentially produces miscue however we could not claim every good reader at the level of autism always produces miscue or not in reading aloud. In Universityiew of every child with autism had his own special characteristics, we could not sit as Brawijaya infer that the miscues based on cueing systems affected their comprehending. Universit Linguistic, cognitive and affective factor are three main factors contributing ASD Sitas Brawijaya with Asperger type to produce miscue. Factors which were influencing their miscue production could be determined based on their own background. Finally, Universithis finding could not be generalized as the whole case for autism because of the Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas limitation of the study which only analyzed a case on college Autistic Spectrum Universit Disorder (ASD) students at the inclusive school Galuh Handayani Surabaya. ersitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit**5.2 Suggestions** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Considering reading miscue analysis on Autistic Spectrum Disorder, this University study is still new and rarely conducted. The writer herself expects this study may sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit give significant purposes for some parties. Therefore, the first suggestion is given sizes Ri to the next writer who wants to conduct a study on reading miscue analysis to Universitexamine another subject using RMA based on various facets. For instance, thesitas Bi **Universitas Brawijay** next writer can use a good reader and a poor reader then try to compare the Universities Braw
Universities miscue result. In addition, the next writer can also apply reading miscue analysis Universitin different genres text which aims to enrich source of knowledge insitas Brawijay psycholinguistics branches about reading miscue analysis. The second suggestion concerning the study is given to the English teacher Sitas Brawijaya Universit of autism students, the writer expects for English teacher of autism students to improve his or her teaching method as effective as possible to train the Brawijaya Universit comprehension of ASD students especially in reading. The teacher can applysit as Brawijaya reading aloud as a learning model because it could stimulate good reading habit. Universithen, the teacher can use the result of the study as references to create newsitas Brawijaya teaching model with the purpose to emphasize the number of miscue which is potentially produced by ASD students.

As Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brathe last suggestion concerning the study is given to the teachers and sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya lectures, the writer suggests for the teacher and the lectures to develop their University teaching method to improve the students' ability in reading. In teaching, reading Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitatoud can be used as creative strategy to enrich and improve the students insitas Braw reading proficiency. Thus, reading aloud could be applied in educational system. **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya Universitas Brawijaya UniversitAppendix 4. Profile of Students Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Student I (Adi) versitas Brawijava Universitas Brawijava Adi (20th) is one of second semester college students at the inclusive rawijaya Universitas B school Galuh Handayani Surabaya who interests reading English text. He Sitas Brawijaya Universitas Bloves English since he learned English from first grade in elementary Universitas Brawija V school. He really likes to read a story like folklore, fable, and many others. He likes read a story from English textbook, "Fun" magazine for teens and Sitas Brawijaya so on. He prefers to read a text in loud voice, because he can little bit understand the content rather than reading silently. Reading in loud voice makes him comfortable and enjoyable because he can hear his voice to receive the meaning of the text quickly. Universita. Student II (Arya) Arya (22th) is a bit of many college students at inclusive school Universitas Galuh Handayani Surabaya who diagnosed Autism who have passion to Universitas Blearn English. Since at the first time he learned English in Kindergarten, hesitas Brawijaya interested to learn English deeply. Reading is his hobby, because he confesses by reading he can know everything. He likes reading text silently Universitas Brawijava Universitas Brawijava Universitas B and orally. Based on his opinion, both of techniques have the same function sitas Brawijava that can give a lot of benefit to enhance his knowledge. Arya delights read Universitas B newspaper, magazine, story book and many others. Myth, Folklore, Fairysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit tales are the most his favorite stories because those stories aims to entertain Universitas Brawijaya rawijaya

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	Universitas	Activity	Read the following text carefully and then answer the quantities
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rawijaya rawijaya	Universitas Universitas		Univer A Poor Widow and Her Rich Neighbour S Brawijaya Universitas Brawijaya  There was once an old widow who was very poor, so poor that she did not iversitas Brawijaya
rawijaya rawijaya			have clothes and anything to live properly. Sometimes she ate only once a day
rawijaya rawijaya	Universitas Universitas		or even ate nothing for three days. Neither did she have relatives who would versitas Brawijaya take care of her. She earned her living by collecting fire woods from the forest versitas Brawijaya
rawijaya rawijaya	Universitas		and sold it in the market. Next to her hut was the house of a rich man.  Universitas Brawijaya
rawijaya	Universitas	Compliantian	One day she left for the forest for gathering fire woods. She walked
rawijaya Brawijaya	University		alongside of a dry river. She saw a lot of fish wriggling in the mud as the lackness of water. She was about to take some of the fish for her meal when iversitias Brawijaya
rawijaya Brawijaya	Universit		suddenly she heard the biggest one mumbled like a human being, Dear
rawijaya Brawijaya	Universi		God, send us water." This request was repeated time after time while the fish lifted its head to the heaven. The woman was wondering what would happen versitas Brawijaya
	Universit		next.
rawijaya rawijaya	Universit	Resolution	Some minutes later, the rain fell down from the sky. The river was full
rawijaya rawijaya			of water so that the little creatures could swim and were saved from death. Wersitas Brawijaya
rawijaya rawijaya	Universit	Evaluation	All her way home, she thought of the fish, of how they raised their heads versitas Brawijaya to the heaven and how they had prayed for water. Then she got an idea, "If I versitas Brawijaya
rawijaya rawijaya	Universita Universita		ask for money. I may get it I shall repeat the words of the fish
rawijaya rawijaya		Complication	When she arrived at home, she sat in the corner of her house, raised her
Brawijaya Brawijaya	Universitas		head and repeated the words time after time.  "God, your servant asks for money." The poor woman was convinced versitas Brawijaya
rawijaya	Universitas		that God would give money as He had given the water to the fish.
rawijaya	Universitas		Her voice annoyed her neighbour. He came to her and said, "Stop your Versitas Brawijaya praying! Your request will not be heard. It is impossible that God comes here versitas Brawijaya and give you money. You had better go to the form
rawijaya rawijaya	Universitas		and give you money. Too had better go to the forest to gather woods and
Irawijaya Irawijaya	Universitas		leaves and live with that."  The poor widow ignored it. She kept praying and it made her neighbour versitas Brawijaya lost his patience. He took a large has filled it with a lost his patience.
rawijaya Irawijaya	Universitas Universitas		Tost his patience. He took a large bag, lilled if with pieces of glass and while
rawijaya Brawijaya	Universitas		the woman was seriously crying for money, he climbed with the bag on his shoulder up the roof of the window.
rawijaya Brawijaya	Universitas		The man wanted to make fool of her He threw his box and how among wars it as Ryawijayo
rawijaya Brawijaya	Universitas		Getting hit by the bag, the woman fell unconscious. When she waste we she
rawijaya Brawijaya	Universitas		opened the bag and found money in it. She was very happy. Soon, she became a rich woman in her village. Universitas Brawijaya Universitas Brawijaya
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Appendix 6. Material Source (content 2) ya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Broun CHALLENGE IN Read the following myth Then, answer the rawijaya **Universitas Brawijaya** Universitas Bquestions aya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Iniversitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawija **Universitas** Brawijaya Universitas Ockok the Owl and Wak the Hawksitas Bramijaya rawijaya **Universitas Brawijaya** ersitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijay **Universitas** Brawijaya **Universitas Brawijaya** Universitas Br Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya hiversitas Brawijaya niversitas Brawijaya rawijaya niversitas Brawijaya hiversitas Brawijaya rawijaya Universit niversitas Brawijaya rawijaya nce upon a time, in the dreamtime, there was a little owl. His Iniversitas Brawijaya rawijaya name was Ockok. There was also a little hawk. His name was Universitas Brawijaya Wak. Ockok and Wak were brothers. They both had the same mother Orientation rawijaya **Universitas Brawijaya** Universitas but they had different fathers. Since they were young, they had lived Universitas in different countries. Ockok lived in a country that did not have **Universitas Brawijaya** much food, so he spent most of his time looking for food. **Universitas** Brawijaya Universitas One day, Wak came to visit his brother and said to him, "Ockok, **Universitas Brawijaya** Universitas why don't you come and live in my country? There's plenty of food Universitas there. In my country, there is enough food for both of us." **Universitas Brawijaya** Universities Brockok decided to go with his brother Wak. They lived together **Universitas Brawijaya** in Wak's country. Every morning, as the sun was just beginning to shine, Wak would wake up his brother and say, "Come on! Time to **Universitas Brawijaya** Universitas Universitas get up! Off you go! Go into the bush and look for food! There is **Universitas Brawijaya** Universitas plenty of food in the bush around here." Ockok went into the bush and looked for food all day. One as Brawijaya **Universitas Brawijaya** evening, Ockok brought lots of yams back with him. Ockok said, rawijaya s Brawijaya **Universitas Brawijaya** "Look what I've got! I've got lots of yams! I found them in the **Universitas Brawijaya** rawijaya niversitas Brawijaya bush. Let's cook them now and eat them!" rawijaya - Universita's Brawijaya **Universitas** Brawijaya Universitas Brawijaya Universitas Brawijaya, Universitas Brawijaya, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas			Oh, no!" said Wak. "				
rawijaya	Universitas		In Vegere	tromy family? Wak	took the yams from	m Ockok and three	wUniversitas	Brawijav
rawijaya	Universitas			away. Oh, sorry," said Ocko				
rawijaya	Universitas		Un V the b	ush and look for fish t	rather than yams."	Brawijava	Universitas	Brawiiav
rawijaya	Universitas		1	The next day Ockok	went out again to le	ook for food. In the	ne .	
rawijaya	Universitas		eveni	ng he brought fish bac fish either! Those fish	are sacred to my f	amily too." Wak too	at	
rawijaya	Universitas		the fi	sh from Ockok and th	rew them away too	. viiovo	Universites	
rawijaya	Universitas		the	That night Ockok wer hiddle of the night, wh	it to sleep without sile Ockok was sour	eaung any dinner. I nd asleep, Wak got i	In	
rawijaya	Universitas		and g	gathered all the food the	hat he had thrown a	away. He ate it all ar	Universitas	Brawijay
rawijaya	Universita			went back to sleep.	R.		Universitas	
rawijaya	Universi		38	One day Ockok found	out about this. Ho	wever, he did not li	ke hiversitas	
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rawijaya	Universi	5	from	now on, I'm going to	live by mysen.	V	hiversitas	
rawijaya	Universit		T.	Ockok left his brother	and found a new pl	lace to live by himse	elf. hiversites	Brawijay
rawijaya	Universit		Duri	ng the day time, Ockol d a lizard. That evenin	k went into the bush g he cooked the liza	n to look for food. I ard and was just abo	out niversitas	Brawijay
rawijaya	Universita		to ea	t it when his brother,	Wak, arrived. Wak	said, "Don't eat th	nat Iniversitas	Brawijay
rawijaya	Universitas		later O et a	d, Ockok! It's a sacred "This lizard isn't sacre	lizard hrow if aw	avi		
rawijaya	Universitas	Complication	→ me a	lone!" said Ockok.	[1] [1]		Universitas	Brawijay
rawijaya	Universitas		a ha	But Wak did not go av adful of sand and the	vay! Instead, he ben	t down and picked		
rawijaya	Universitas	В	grabl	bed the lizard from O	ckok and ran into tl	he bush to eat it.	Universitas	Brawijay
rawijaya	Universitas	Bra		From that time until r	A b	, aya,		
rawijaya	Universitas	Braw	SCC V	Vell. Ockok tilliks tila	it ingitt and day are	the Same, That is	and the of office	
rawijaya	Universitas		reaso	on that he only goes in	to the bush to look	for food at night. If	he niversitas	Brawijaya
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18"God, your servant asks for money." <sup>19</sup>The poor niversitas Brawijaya rawijaya rawijaya woman was convinced that God would give money as He **Universita** had given the water to the fish. rawijaya hear Her voice annoyed her neighbor. <sup>21</sup>He came to her and said, "Stop your praying" Universitas Brawijaya  $I_{\text{F}}$  900d Your request will not be heard. It is impossible that God comes here and give you money. Universitas Brawyou had better go to (the) forest to gather woods and Universitas Brawijaya rawijaya Universitas Brawija leaves and live with that." **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijay22<sub>The poor widow ignored it. 23</sup>She kept praying</sub> **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Un rawijaya Universitas Brawijaya Universitas Brawijaya Uni Universitas Brawijaya Universitas rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Brawijaya

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	25 The man wanted to m	ake fool of her. 26He	threw his bag on the w	oman. <sup>27</sup> Getting		
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There is of food there
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live in my country? There's plenty of food there. In rawijaya niversitas Brawijaya rawijaya my country, there is enough for both of us." Universitas Brawijaya rawijaya Ockok decided to (go) with (his) brother © livened

11 They lived together in Wak's country. **Universitas Brawijaya** Universitas Brawijaya Sun **Universitas Brawijaya** Every morning, as the sun was just beginning to shine, Wak would wake up his brother and say **Universitas Brawijaya** Universitas Braw "Come on! Time to get up! Off you go! Go into the bush and look for food! There is plenty of **Universitas Brawijaya** Universitas Brawfood in the bush around here." Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Brawijaya

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Wak said, "We can't eat those fish either! Those fish are

Octob from niversitas Brawijaya rawijaya rawijaya sacred to my family too." 24 Wak took) the fish from Ockok rawijaya and threw them away too. <sup>25</sup>That night Ockok) went to sleep without eating any dinner. <sup>26</sup>(In) the middle of the night, Universitas Brawijaya © el Universitas B while Ockok was sound asleep, Wak got up and gathered all the food that he had thrown away. **Universitas Brawijaya** Universitas B27He ate(it all and then went back to sleep. Universitas Brawijaya rawijaya Universitas Brawijone day Ockok found out about this. 29 However, he did not like to argue with Wak, so jaya **Universitas Brawijaya** Universitas Bresaid, it is true that we are brothers, but, from now on I'm going to live by myself." Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya

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