ENGLISH READING MISCUE ANALYSIS
ON AUTISTIC SPECTRUM DISORDER (ASD) STUDENTS
AT THE INCLUSIVE SCHOOL GALUH HANDAYANI
SURABAYA: A CASE STUDY

THESIS

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DEPARTMENT OF LANGUAGES AND LITERATURES
FACULTY OF CULTURAL STUDIES
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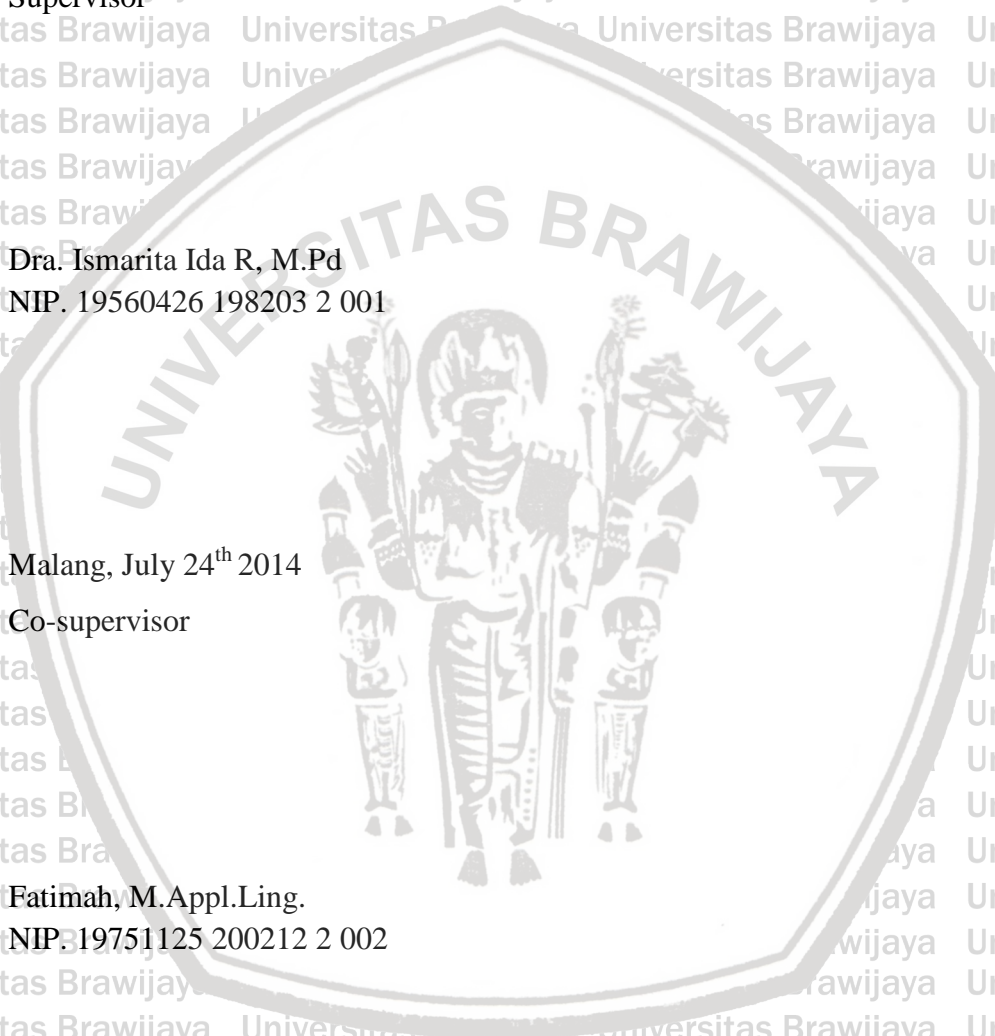Malang, July 24th 2014

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The Writer

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ABSTRACT

Astiwidya, Virandha Dea Ayu. (2014). **English Reading Miscue Analysis on Autistic Spectrum Disorder (ASD) Students at the Inclusive School Galuh Handayani Surabaya: A Case Study.** Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Ismarita Ida Rahmiati Co-supervisor: Fatimah.

Keywords: Reading, Miscue Analysis, Retrospective Miscue Analysis (RMA), Autistic Spetrum Disorder (ASD), Inclusive School Galuh Handayani Surabaya.

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 development ability. The instructions on Retrospective Miscue Analysis (RMA) 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.

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 were qualified to participate in the study. The data were originated from all 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-corrections, 5 (4%) reversals, 4 (3%) insertions, 2 (1%) repetitions. The results of factor identification showed linguistic, affective and cognitive factors as the three 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.

The writer recommends the next writer who wants to conduct a study in a similar concentration to examine different subjects using RMA based on various facets.

ABSTRAK

Astiwidya, Virandha Dea Ayu. (2014). **Analisa Kekeliruan Membaca Bahasa Inggris pada Mahasiswa *Autistic Spectrum Disorder (ASD)* di Sekolah Inklusif Galuh Handayani Surabaya: Studi Kasus.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I) Ismarita Ida Rahmiati, (II) Fatimah.

Kata Kunci: Membaca, Analisa Kekeliruan, *Retrospective Miscue Analysis (RMA), Autistic Specrum Disorder (ASD),* Sekolah Inklusi Galuh Handayani Surabaya.

Kebiasaan membaca berpotensi memberikan kontribusi yang relatif besar dalam meningkatkan pengetahuan manusia. Membaca perlu ditingkatkan karena dipercaya sebagai jendela pengetahuan dunia yang bertujuan untuk mendapatkan sumber wawasan. Analisa kekeliruan digunakan sebagai pedoman yang dapat mendorong pembaca untuk mengelola sendiri pengembangan kemampuan membacanya. Instruksi pada *Retrospective Miscue Analysis (RMA)* meliputi membaca teks keras, menceritakan kembali dan sesi berdiskusi yang mana berkontribusi secara intensif untuk pembaca dalam mengembangkan kemampuan membaca mereka. Penelitian ini dimaksudkan, pertama, untuk mengetahui jenis kekeliruan dan kedua, mengidentifikasi faktor-faktor yang berkontribusi dalam produksi kekeliruan oleh mahasiswa autis pada perguruan tinggi di sekolah inklusif Galuh Handayani Surabaya.

Dalam menarik hasil penelitian yang terpercaya, penulis menggunakan teori RMA (1969) dan teori Kern (1988). Penelitian ini dirancang dengan menggunakan pendekatan kualitatif dan studi kasus untuk mendapatkan hasil penelitian yang lebih komprehensif dan detil. Dalam sesi pengumpulan data, penulis memilih dua siswa ASD tipe *Asperger* yang memenuhi syarat untuk berpartisipasi dalam penelitian ini. Data berasal dari transkrip dari semua ucapan dua peserta saat melakukan semua kegiatan dalam prosedur RMA

Mahasiswa membuat 129 kekeliruan, diantaranya adalah 62 (48%) penghilangan, 46 (36%) penggantian, 10 (8%) pembenaran sendiri, 5 (4%) pembalikan, 4 (3%) sisipan dan 2 (1%) pengulangan. Hasil identifikasi faktor menunjukkan, linguistik, afektif dan kognitif adalah sebagai tiga faktor utama yang berkontribusi pada produksi kekeliruan. Hasil penelitian menunjukkan bahwa bahkan pembaca yang baik pada tingkat autis dapat melakukan kekeliruan. Hasil temuan tersebut tidak bisa digeneralisasikan sebagai hasil keseluruhan kasus untuk autis.

Penulis menyarankan untuk penulis berikutnya yang ingin melakukan penelitian dengan konsentrasi yang sama untuk menguji menguji subyek yang berbeda dengan menggunakan RMA ditinjau dari berbagai aspek.

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CHAPTER I

INTRODUCTION

This chapter explores the paramount concept comprise background of the study, problems of the study, objectives of the study, and definition of key terms.

1.1 Background of the Study

Reading habit potentially grants a big contribution in increasing human knowledge. An undisputed perception mentions reading is an important basic skill which is supposed to be improved. It is also indeed to be trusted as a window of 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, but it is more accurate at the first guesses based on the better sampling techniques, greater control over language structure, broadened experiences and increased 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 "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 information and message which contain in the text. Chastain (1988, cited in Huszti 2009 p.2) implies that "reading is as a receptive skill…as a decoding skill,

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which terminology derives from the idea of language as a code, one which must be deciphered to arrive at the meaning of the message." Reflected on Chastain's perception, it can be inferred that reading is an active action that affect psychological process where the reader apprehends the intention of message from a text that can be applied through oral reading.

Oral reading is known as reading aloud. It is one of reading techniques that 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 predispose speaking skill in terms of pronunciation. As revealed by Panova (1989, cited in Huszti 2008 p.105) that "reading a text aloud is important for maintaining 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 (Albright, 2002), as the result, error is naturally engaged during reading aloud process called as miscue.

Generally, miscue (Oral Reading Error) occurs at the time when reading 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 identified by using miscue analysis through linguistic approach. Miscue analysis allows the investigators to assess readers' metalinguistic abilities (Francis, 1999 cited in Ferguson et al 2003, p.52), use of semantic, syntactic and graph phonic language cues, and prediction and confirmation strategies (Goodman and Goodman, 1994 cited in Ferguson et al 2003, p.52). Thus, miscue analysis is used

for investigating how the strategy of language is used in reading text that affects the reader's cognition.

From time immemorial, reading English habit is still impoverished in Indonesia. Despite they already have practiced it since childhood in formal education, nevertheless not all students become proficient readers. Being proficient readers within the realm of literacy is not simple. In fact, reading English as foreign language is more complicated than reading L1 (first language) due to the linguistic difference encompass phonology, syntactic and semantic facet. Those reading difficulties are obviously salient experienced by students with Autistic Spectrum Disorder (ASD), in view of their limitedness as regards mentally disordered. ASD is diagnosed having some difficulties in the social, 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 occur while reading orally. The result of miscue identification is very important to reform the autism educational system, in terms of reading. Miscue identification through reading miscue analysis will give significant benefits toward reader's psychology, which is to train their comprehension.

Miscue production commonly happens as a result of poor reading habits. It is also produced by ASD students who are diagnosed brain damage in learning at the inclusive schools. The inclusive school is a place to accommodate and organize children with special needs to get an appropriate education that support their special necessity. Meanwhile, it is an interesting and challenging topic to be investigated when miscues are produced by ASD as college students considering

the higher level of their English mastery at one of the inclusive schools namely Galuh Handayani Surabaya which has a good discipline in reading. Galuh Handayani becomes the first private school which was established in 1995 for 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 school because it becomes the only inclusive school which is ranging from the primary level that is elementary school up to tertiary level, which is a college. In order to limit the data, the writer chooses ASD students with Asperger's Disorder Syndrome (ADS) type who have advanced vocabulary and great passion to talk more, thus they are convenient to be applied in this study which needs more 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 comprehension, that is the best one than others, in view of they have learning difficulties. In order to avoid subjective judgments in inferring the result, the writer chooses two representatives of college autistic students who are non-native 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 autism. Another consideration, they are categorized as higher-functioning autism that have high average IQ. Based on their English teacher's perspective, they have good skills in English communication and reading rather than others.

Regarding this study, the writer analyzes the miscue by following the procedure of Retrospective Miscue Analysis (RMA). According to Goodman

(1996, p.600 cited in Deleo 2013 p.8), "Retrospective miscue analysis (RMA) is an instructional strategy that invites reader to reflect on their own reading process." The procedure will help the writer to investigate the miscue analysis 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 this study to become more trustworthy and feasible.

Research in the scope of reading miscue analysis is ongoing widely in progress. In earlier, miscue analysis is properly only used to investigate native readers (Huszti 2009b, cited in Hapsari 2013 p.2) but in overtime reader who reads English as second or foreign language can also be investigated. The previous miscue study by Hapsari (2013) entitled "Reading Miscue Analysis of Second Semester Students in Study Program of English Universitas Brawijaya" found that good readers of English as Foreign Language (ESL) produced 59 miscues, omissions types is the highest number of miscues. Qiuyan and Junju's (2011) study entitled "Investigating the Miscue-reflected EFL Oral Reading Process: A Case Study" showed that miscues with syntactic acceptability and high graphophonic are more frequently produced in case of expository essay wherefore, linguistic and cognitive factors. Those previous miscue studies are used as references to support this study for further improvement.

Briefly, this study only focused on one variable: analysis miscue found in reading aloud by the two representatives of college ASD with ADS's type students. The problems of this study are only focused on the miscues types and the contributory factors to miscue production. In conducting this study more

comprehensive and deeply, the writer intends to answer the research problems by using a case study in qualitative approach. Miscue analysis as the main purposes of this study is deeply explained under two major theories covering types of miscue (Goodman and Burke, 1973) and three cueing systems (Goodman, 1969) under the auspices of RMA theory proposed by Goodman (1969) and Kern (1988) who propose the factors contributing the language production theory, due to the reason that these theories is the basic and detail theory that can decipher this study to be more exhaustive and comprehensive.

The results of this study are useful to enrich the new insight in field of linguistics especially in psycholinguistics branches about an analysis of reading 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 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 good readers. Hopefully, this study stimulates the emergence of creativity, ideas 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 reading miscue.

Departing from these details of background above, the writer constructs this study entitled **"English Reading Miscue Analysis on Autistic Spectrum (ASD) Students at the Inclusive School Galuh Handayani Surabaya: A Case Study."**

1.2 Problems of the Study

Based on the rationale above, the following research questions are set:

1. What miscue types are produced by college Autistic Spectrum Disorder students at the inclusive school Galuh Handayani Surabaya during reading English text aloud?

2. What are the factors leading to the production of miscues by college Autistic Spectrum Disorder students at the inclusive school Galuh Handayani Surabaya in reading English text aloud?

1.3 Objectives of the Study

In relation to the problems of the study, this research is aimed to:

1. Find out miscue types which are produced by college Autistic Spectrum Disorder students at the inclusive school Galuh Handayani Surabaya during reading English text aloud.

2. Find out the factors which lead to the production of miscues by college Autistic Spectrum Disorder students at the inclusive school Galuh Handayani Surabaya in reading English text aloud.

1.4 Definition of Key Terms

To avoid ambiguity and misunderstanding on the terms used in this study, the writer defines key terms as follow:

1. **Reading:** is as a receptive skill because the person who reads a written text is receiving a message from the one who has written the text (Chastain 1988, cited in Huszti 2009p.2).

2. **Miscue:** is an observed response that does not match what the person listening to the reading expects to hear (Goodman, Watson and Burke, 1987 cited in McAleer 2009 p.9).

3. **Miscue Analysis:** is the procedures that are specifically designed to identify and evaluate the strategies used by a particular reader to process written material (K. Goodman, 1969, 1973, Y. Goodman and Burke 1972 cited by Hapsari 2013 p.5).

4. **Retrospective Miscue Analysis (RMA):** is an instructional strategy that invites reader to reflect on their own reading process (Goodman, 1996, p.600 cited in Deleo 2013 p.8).

5. **Autistic Spectrum Disorder (ASD):** is a pervasive neurodevelopmental disorder, primarily encompassing difficulties in the social, language, and communicative domains (Koyama 2005 p.1).

6. **The Inclusive School Galuh Handayani Surabaya:** is one of private schools located in Jl. Manyar Sambongan 87-89, east Surabaya which accommodates and organizes children with special needs such as autism, blind, deaf and so on to get an appropriate education that support their special necessity.

This chapter elaborates fundamental explanation and relevant idea about theoretical framework and the previous studies that support the study.

2.1 Theoretical Framework

Theoretical framework concerns on theories of linguistics branches as major concept of psycholinguistics review which are going to use to construct the goals of the study covering text autistic spectrum disorder (ASD), textbook, reading theories, oral reading, and second or foreign language theory, reading miscue analysis, retrospective miscue analysis, scoring system or types of miscue analysis, three cueing systems and the factor influencing the language production.

2.1.1 Autistic Spectrum Disorder (ASD)

Autism is a pervasive developmental disorder which is characterized by impairments in communication and social interaction, and restricted, repetitive and stereotypic patterns of behavior, interests and activities (American Psychiatric Association (APA), 1994). Koyama (2005, p.1) defines Autistic Spectrum Disorder (ASD) is a pervasive neurodevelopmental disorder, primarily encompassing difficulties in the social, language, and communicative domains. The characteristics include developmental delays, absence or impairment of speech and language, poor social skills, oversensitivity (sound, light, etc.), resistance to change, lack of direct eye contact, odd or unusual repetitive play, and

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self-stimulation. Concerning linguistic deficit, the guide book "Teaching Students with Autism (TSA)" (1999) lists the following points, autism has any impairments in nonverbal communication cover comprehending verbal information following long verbal instruction and remembering it, pragmatics deficit by problems initiating conversation, using rules, maintaining a topic and interrupting and rigidity. Their speeches tend to include repetitive rhythm and idiosyncratic language. Autism has behavior impairments to attend relevant cues, disengage and shift attention. They tend to attend an overly restricted portion that referred to as stimulus over selectivity (Rossenblatt, Bloom and Koegel, 1995 cited in TSA guide book 1999, p.12).

From the explanation above, the writer infers that the weaknesses of autism lay on communication, comprehension and affective impairments. These three weaknesses appear as the result of brain damage that affecting motoric and psychomotor of those impairments produced.

2.1.2 Textbook

Book becomes fundamental legend source of knowledge which is applied as educational system. Crawford (2003, p.5) defines "textbooks reinforcing the notion reflect or depicts an idea of convention and procedure...a reflection of the history, knowledge and values considered important by powerful group in society." Since textbook is used as the medium, there would be various text genres within textbook. Each genre has its own goals, such as narrative text is

aimed to entertain the readers, while report and descriptive focus on describing and informing something to the readers.

From a brief review above, the role of textbook is widely contributing in term 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 topics taken from English educational textbook for senior high school.

2.1.3 Reading Theory

Among other important skills such as speaking, listening and writing in 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 oral reading is widely embraced as a key goal in the primary grades as well as repeat oral reading as a means of developing such fluency. Written text or printed media is helpful for the reader to catch information and construct the meaning 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 societies and the ability to read is considered most important aim of education (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 skill. The importance of reading skill is supported by Goodman (1976, p.9) who argues "skill in reading involves not greater precision but more accurate first guesses based on the better sampling techniques, greater control over language structure, broadened experiences and increased conceptual development."

Reading is not a piece process of identifying letter by letter or word by word, but rather, as in listening, a highly "complex and active process" which involves "processing language and constructing meaning" from multiple cues from the graphophonic, syntactic and semantic system of the language (Goodman and Goodman, 1994, p.112 cited in Ferguson et al 2003 p.52).

Reading is a psycholinguistic process since it deals with how language is interconnected to thoughts. Reading is a psycholinguistic process by which a reader- the reader language user- reconstructs, as best as he can, a message which has been encoded by a writer a graphic display (Goodman 1970, cited by Huszti 2009, p.29). The concept of reading process is elaborated by Just and Carpenter (1987), reader is encoding the percept of word, relating it to a body of knowledge associated with the word, then analyzing its syntactic role, processing its relationships in the context of the text-schema, and then establishing its significance in the real world. By applying reading skill in learning process, there are five reading skills that are needed to be improved. As proposed by National Reading Panel (2000, cited by Weaver, 2009) those are phonemic awareness, phonic, fluency, vocabulary, and comprehension.

The conclusion is fluency in reading can help the reader to recognize the letters and the sounds of words and make them go through the understanding of the meaning on the text reading. Reading also aims to gain vocabulary. The process begins when readers construct words to form a meaning to get an understandable context within the text.

2.1.4 Oral Reading

Reading technique is divided into two, namely silent and oral reading. This study focuses on reading orally or known as reading aloud. Practicing, reading orally will improve oral reading fluency. The most salient characteristic of skillful reading is speed with which text is reproduced into spoken language (Adams, 1990). The speed and accuracy in speaking will encourage reproduce pronunciation fluently and correctly. As supported by Kylchnikova (1973, cited by Huzsti 2009, p.32) that in language learning, reading aloud is important to develop a phonic reading technique.

Reading aloud is mentioned in the academic literature by some of the writer as an assessment technique by which reading is tested (Fordham, Holland, and Millican, 1995, Alderson 2000, cited on Huzsti 2009, p.32). By reading in loud voice, the writer can identify the reader's strategy used in reading. Oral reading is an active language process that provides a window for observing children's reading strategy (Wu and Anderson, 2007, p.48). The effective strategy used will help the reader to maintain and master reading in a better way. It is 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 the teachers to see whether the learners understood the meaning of the words, the sentences and the discourse." Thus, reading orally prospers the teacher to detect and analyze the students' understanding toward the content of the text that they have read directly.

From the explanation above, the writer infers that oral reading is one of techniques to find out reading strategy used by the reader even more it supports the reader to be proficient in reading in terms of pronunciation.

2.1.5 Second or Foreign Language Reading Theory

The transformation of reading process in foreign or second language (L2) is usually influenced by the process and skill used in reading first language (L1). Durgunoglu and Hanchin-Bhatt (1992, p.2) argues "when bilinguals are reading in second language (L2), they usually bring to the act a wealth of knowledge, 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 the background language inside terms of structure, vocabulary and pronunciation among L1 are far different with L2. As a result of L2 needs more effort rather than L1 in reading. Durgunoglu and Hanchin-Bhatt (1992, p.5) states that readers can 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.

Based on the explanation above, it can be inferred that to give the easiest 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 aspects.

2.1.6 Reading Miscue Analysis

Reading miscue analysis was introduced by Kenneth Goodman in the mid-1960s. An error or mistake produced by reader during reading orally known as

miscue. The term "Miscue" proposes by Goodman and Marek (1996 cited in Deleo 2013, p.15) is used in order to avoid the negative connotations of terms, like error or mistake and to emphasize the belief that reading is cued by language and personal experience. Miscue is directly produced unconsciously and unexpected reaction while reading. Martens (1997, p.2 cited in Mante, 2006) argues "miscues as neither unexpected responses which were neither random, capricious, nor evidence of laziness or carelessness and as the window on the reading process". Reader cannot maintain error or mistake that occurs during reading aloud because it naturally happens. It is proved by Goodman (1996, cited in Deleo 2013 p.7) who states that mistake as merely a natural part of our learning. Goodman (2008, p.2) describes "miscue analysis can help the teachers and researcher construct theories that build and expand on psycho/sociolinguistic model of reading, discover how people read, understand reader's knowledge about language, and as a result supports student's reading development." Miscue analysis provides systematic way of observing, evaluating, and comparing one set of strategies used by three students to approach a specific reading task (Miramontes 1990, p.375). Thus, reading miscue analysis as guidance can encourage the students to manage their own development of reading ability.

So, this tool gives mutual benefits among the teacher while recognizing learning process. For the reader, it is used as a medium to improve their reading ability. Furthermore, miscue analysis is helpful for the writer to find out the miscue occurring during reading aloud.

2.1.7 Retrospective Miscue Analysis (RMA)

Retrospective Miscue Analysis (RMA) is known as the procedure in analyzing miscue. Wur, Theurer, and Kim (2009) define RMA is an instructional 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 of the recorded reading, noting places where the observed response varied from the expected response based on what was printed in the text.

Goodman (2009, cited in Hapsari 2013, p.14) proposes the two major purposes of RMA. RMA has some purposes as instructional tools. In this tool, the 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 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 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 positively on those (Goodman and Marek 1996, cited in Moore and Gilles 2005, 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 and how the role of miscues influences reading development. This tool contributes the researcher and the teacher to know and identify the reader's level insight.

RMA is the expanding procedure from RMI (Reading Miscue Inventory). Theurer (2002) implies the reader will examine the reader's miscues to determine the degree of graphophonic similarity, syntactic acceptability and meaning change

when compare to the expected response. In RMI procedural, readers only read the text orally, and then they will be asked to retell the text that they have read.

Continuing that procedural, in RMA discusses more extensively where the reader 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). The writer will share the result of miscue production concerning the reflection of their miscue with notes all RMA activities to be recorded. In fact, Strickland and Strickland (2000, cited by Hapsari 2013, p.16), in RMA, the reader and the conversation partner together discuss the reader's miscues by determining: (a) 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 ability especially in reading.

The procedure of RMA is implemented within some steps. First, the writer 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 within the language and conceptual knowledge of the reader, but which is 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 text which elected for the respondents should be according to the provisions as follows relatively new as regards vocabulary that depends on their level and enticing topics. Goodman and Burke (1972, in Tatlohangri, 2002, cited in Mante, 2006, p.18) said "the materials should be new to the participants and within their instructional level; the set should both fiction and non-fiction selections, and they

should be interesting to the reader. In sum, the writer is recommended to choose new, challenging, unaccustomed, and also fascinating. Referring to "Miscue Analysis" journal from Department and Skills (2014) proposes "the writer should have about three or four texts, fewer than that may leave the learner stuck for choice, while more than that can overawe them."

Based on the comprehensive review above, it can be concluded that RMA procedure aims to help the reader to understand their miscue without claiming whether they are poor or good reader. However, it will motivate them in mastering reading ability. Hence, in order to develop the study become more directional, the writer applies RMA procedure in view of that procedure provides more complex and significant steps that contribute intensively in improving reading skill and extensively worthwhile in developing an effective education method in learning.

2.1.8 Types of Miscue

There are six miscues types categories that aim to detect the difficulties faced proposed by Goodman and Burke (1973, cited in Huszti 2008, p.108 and Walker 1975, p. 71), as explained from Expected Response (ER) and Oral Response (OR) of the students, as follow:

1. Substitution

Miscue of substitution occurs when the reader substitutes or replaces the original word in the text with another word. For instance:

ER : They **work** in a big company.

OR : They **play** in a big company.

The writer replaces the word *work* with *play*.

2. Omission

Miscue of omission is miscue which happens as the reader skips or leaves out the word in the passage. For instance:

ER : They **work** in a big company.

OR : They in a big company.

The reader omits the word of *work* in the sentence.

3. Insertion

Miscue of insertion occurs when the reader inserts or puts another word in the passage. For instance:

ER : He goes for work.

OR : He goes for **his** work.

The reader inserts a word or phrase in a sentence.

4. Reversal

Miscue of reversal occurs when the reader reserves the oral response. For instance:

ER : He **saw** the hunter

OR : He **was** the hunter.

The reader reverses the word on sentence.

5. Repetition

The miscue of repetition occurs when the reader repeats word, or part of it, or a phrase. For instance:

ER : He **saw** the hunter.

OR : He **saw** saw the hunter.

The reader repeats the word saw.

6. Self-Correction

This miscue of self-correction occurs when the reader misreads a word or makes a deviation from the print, but then notices this and corrects it themselves.

For instance:

ER : …and **she** flew off.

OR : …and **see she** flew off.

The reader corrects the word by her or himself.

To make clear analysis, the writer used symbols to mark miscue as proposed by M. Walsh (1979, cited in the journal of Education and Skills entitled as Miscue Analysis, 2014). The following is the symbols to mark the miscue:

Table 2.1 The Symbols of Scoring System

No	Miscue	Symbol	
1	Substitution	Play Work	Write the substitute word above the appropriate part of the best.
2	Omission	Work	Circle the word, words or parts of words missing.
3	Insertion	His for ^work	Indicate by using insertion sign and writing the word above.
4	Reversal	said finally finally said	Symbol that shows which part of letters, words, phrases and clauses have been interchanged.
5	Repetition	Work	Underline the word repeated.
6	Self-correction	see © she	Place a small C beside the corrected word. Place MC for miscorrection.

Chart is adapted from M, Walsh, June 1979, Source: Journal Education and Skills (2014)

In achieving the objective of the study, the writer applied these six types of miscue proposed by Goodman and Burke (1973) to answer the first research problem related to detecting miscue types produced by college ASD students.

2.1.9 Three Cueing Systems

The uses of three cueing systems are applied in the study of reading miscue with the aims to construct the meaning.

It is explained by Goodmanand Goodman (1994, cited by Ferguson, et al 2012, p 52) that,

> "reading is not precise process of identifying letter-by-letter or word-by-word, 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 language"

To some extent, miscue analysis give researchers access into how readers cues in the text to make inferences and predictions about what is to come (Goodman 1996, 1997, cited by Ferguson, et al 2012 p. 51).

In this study, the writer used three cueing systems after the miscue had been identified and coded using types or scoring systems of miscue analysis by Goodman and Burke (1973). The writer analyzes the miscue in terms of three cuing systems by Goodman (1969, cited in Department for education and skills 2014, p. 7-9)

2.1.9.1 The Graphophonic System

The graphophonic system refers to the sounds of the language. This is about the relationship between sound and written form. Johnson (retrieved in

2014, para 14) stated that grapho is defined as symbols, 'phono' is defined as sounds and the grapho-phonetic cueing uses letter-sounds to predict what the next word might be. The reader will use their knowledge of visual features of words or letter and connects these features to their knowledge of the way words or letter sound when spoken. The example in the expected response in the sentence of "*I like to see **horse** at the farm"* is response as *"I like to see **house** at farm."* The reader makes a miscue of graphophonic similarity. There are some categories of graphophonic similarity. The examples of miscue with graphophonic are explained as follow:

2.1.9.1.1 Effective Graphophonic Similarity (+)

The effective graphophonic similarity is almost identical shape to the original words. It is two parts similar to the text word (Otto 1997, p.73).

Table 2.2 The Examples of Effective Graphophonic Similarity

Text	Miscue
Lived	Lives
Straightened	Strengthened
Owing	Owning
Detriment	Determent

(Source : adapted from Department for Education and Skills, 2014)

For example the text said, *"My grand **lived** on the other side of the city"*. The reader read "My grand **lives** on the other side of the city." The word has the same pronunciation in the beginning and middle of the words and only different at the end part of the word of "**s**". The choice of words would not alter the meaning of the text to a serious extent, but it has the similarities on words.

2.1.9.1.2 Partial Graphophonic Similarity (√)

The miscue that belong to the partial graphophonic similarity when the word is partial the same in which one part is similar to the text in the beginning or middle or end of the word and not alter the meaning as well (Otto 1997, p.73).

Table 2.3 The Examples of Partial Graphophonic Similarity

Text	Miscue
When	Patient
Fortitude	Fortune
Sedately	Sadly
Assimilation	Accumulation

(Source : adapted from Department for Education and Skills, 2014)

The example on the text is, *"**When** I went to visit her with my mum"*, and read by the reader, *"**Well** I went to visit her with my mum."* This is partial similarity since it is only similar in the beginning of the words.

2.1.9.1.3 Little or No Graphophonic Similarity (o)

Miscue of little or no graphophonic similarity occurs when the printed word and the reader's pronunciation of the words do not have any common letters of number of the letters.

Table 2.4 The Example of Miscues with Little or No Graphophonic Similarity

Text	Miscue
Museum	Much
Almost	Awfully
Usual	Surface
Flickering	Blinking

(Source : adapted from Department for Education and Skills, 2014)

The example is in the sentence like as, *"We caught the bus to the **museum** in the Centre,"* and the response is, *"We caught the bus to the **much** in the Centre,"* This sentence has no similarity to the text word.

2.1.9.2 The Semantic System

The semantic system refers to the meaning of the words. This system focuses on the meaning that uses context and background knowledge to figure out what the next word might be (Johnson, retrieved in 2013, para.9). Semantic context consists of meaningful relations among words and ideas. The reader constructs meaning when they relate the information in the text to what they know response with, "I like to see **ponies** at the farm." This is one kind of semantic acceptability. There are categories of miscue in terms of the text meaning. They are high, partial and poor semantic acceptability. It will be explained as follow:

2.1.9.2.1 High Semantic Acceptability (+)

Semantics strength is high when the original meaning of the sentence is relatively unchanged. Most miscue will modify the meaning to some extent, but they are acceptable when they are close to author's meaning.

Table 2.5 The Examples of High Semantic Acceptability

Text	Miscue
Centre	City
Disruptive	Destructive
Afford	Offer
Text	**Miscue**

(Source : adapted from Department for Education and Skills, 2014)

The example in a text is like, "We caught the bus to the museum in the **centre**." and the response is, "We caught to the museum in the **city**." The meaning of the **centre** and **city** do not change. Both of these words have the meaning of area or the target larger place.

2.1.9.2.2 Partial Semantic Acceptability (√)

Semantic strength is partial when miscue is appropriate within a single sentence or part of a sentence but not within the overall context.

Table 2.6 The Examples of Partial Semantic Acceptability

Text	Miscue
Lovely	Lots of
Rewarded	Regarded
Species	Special
Text	Miscue

(Source: adapted from Department for Education and Skills, 2014)

The example in a sentence like, *"She cooks **lovely** fish and chips"*, but altered by the reader as, *"She cooks **lots of** fish and chips."* This meaning is appropriate in a single sentence, but not in whole context because the meaning is different.

2.1.9.2.3 Poor Semantic Acceptability (o)

Poor semantic occurs when the oral response read by the reader is totally different from the meaning of the original words and it usually changes the context of the word.

Table 2.7 The Examples of Poor Semantic Acceptability

Text	Miscue
Friend	First
Owner	Over
Present	Parent
Text	Miscue

(Source: adapted from Department for Education and Skills, 2014)

The example of original text of *"I went with my **friend** Mike"* and the response by the reader is *"I went with my **first** Mike."* The word ***friend*** and ***first*** are totally different and they change the context of the words.

2.1.9.3 The Syntactic System

The syntactic system refers to the structure or grammar of language to the way language works. This covers the rules and principles that speakers of a language used to produce and understand language. Readers use knowledge of grammar, sentence structure, word order, tenses and plurality, prefixes and suffixes, nouns and verbs, and function words (preposition, pronouns, etc.) to predict what the text might be, (Johnson, retrieved in 2003, para. 11) there are two categories of syntactic systems, namely syntactic strength and syntactic weakness. It will be explained as follow:

2.1.9.3.1 Syntactic Strength (+)

Syntactic strength occurs when the structure of the reader is appropriate and it is grammatical with complex sentence.

Table 2.8 The Examples of Syntactic Strength

Text	Miscue
I (went with my friend)	It (went with my friend)
(send him as a) present	Patient
(he had huge) arms	Hands
Fully (mature)	Finally

(Source: adapted from Department for Education and Skills, 2014)

The example is, "*I went with my friend Mike.*" It is uttered by the reader as, "*It went with my friend Mike.*" It is still acceptable for the structure because I and it can function as the subject of the sentence.

2.1.9.3.2 Syntactic Weakness (o)

This is the opposite of syntactic strength in which the syntactic weakness is not syntactically appropriate. The oral response from the reader is not grammatical in the text sentence.

Table 2.9 The Examples of Syntactic Weakness

Text	Miscue
(was quite) devoid (of hair)	Devote
(both) sides (of his face)	Besides
(a) glitter (of ironic laughter)	Hands
Text	Miscue

(Source: adapted from Department for Education and Skills, 2014)

The example is, "**You're** not supposed to ride bikes there," is uttered by the reader as "**Where** not supposed to ride bikers there." The words **you're** serves as the subject in the context.

The journal of Department for Education and skill entitled Miscue Analysis, (2014) stated that "when identifying the three cueing systems that fit from the sentence, it is best to choose the most obvious." In one miscue is produced sometimes can be categorized more than one miscue system. For instance: the original text "*I like to go to village*" while the reader said "*I likes to go to village*" the shifting word from "*Like*" into "*Likes*" can be identified as high acceptability on graphophonic, semantic and syntactic.

In order to elaborate and support the deep answering the first research problem, the writer adopted the three cueing system that is proposed by Goodman

and Burke (1973) to be applied in this study with the aimed to construct the understanding of meaning.

2.1.10 The Factor Contributing the Language Production

A review of literature shows that miscue studies have investigated various aspects of the reading process and have revealed the linguistic, cognitive and affective factors involved in reading. The previous study shows factor contributing to miscue production (Qiuyan and Junju, 2011). Linguistic factor decodes the writing system in language. Kern (1988) explained that the obvious and essential difference lies on the code one is dealing is entirely different cover writing system, lexicon, syntax, and semantic relation. Linguistic factors affecting among native and target language reading can include the different codes, relational meanings, organization of discourse, inter-language, or interference and 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 Junju, 2011 p.75). A reader's attitude to English instruction, to the reading 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, self-confidence, and motivation particularly influence the goal-setting, process-directing metacognitive component of reading (Kern, 1988).

A cognitive factor, reading in any language is a cognitively demanding process, involving the coordination of attention, memory, perceptual process and

comprehending process (Kern, 1988 p. 51). Cognitive factors include the degree of demand made on various cognitive processes, such as visual processing, selection of cues, anticipation of future cues, testing predictions against subsequent input, and storage of generated ideas and information in long terms memory (Kern, 1988).

From a brief explanation above, the writer concluded that there were three basic factors influencing the psycholinguistic aspects in the process of language production such as reading, namely linguistic, affective and cognitive factors. The overview of the theory above was adopted as the basic guidance for the writer to classify the factor contributing to miscue production which were identified and analyzed before. Thus, this theory was applied to answer the second research problem.

2.2 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 constructing the content of her study as detailed reference material. Thus, in conducting this study, the writer prefers to use two previous researches. The first overview is from Qiuyan and Junju (2011) entitled "Investigating the Miscue-reflected EFL Oral Reading Process: A Case Study" They investigated oral process of an EFL a second-year Shandong University students whose major is English, through the use of miscue analysis. Their study explored miscue features, the influence of texts type an expository essay and narrative story on miscues and

the contributory factors to miscue production. The data was taken from questionnaire response, oral reading of texts, stimulated recalls and written summaries. In analyzing the miscue, they used the procedure of RMA to organize their study. By applying Goodman and Baker's theories finally they found miscue with syntactic acceptability and high graphophonic similarity as the most frequently produced rather than that semantic acceptability in expository essay than narrative story. Then, linguistic and cognitive factors were dominant factors influencing miscues production.

One of the similarities of this study lies on having the same concentration in Psycholinguistics branches especially reading miscue analysis. The previous one was the investigation of college students who are relatively superior in learning English. In conducting the study, this study applied three major theories to answer problems of the study from Goodman and Baker (1973), Goodman (1969) and Kern (1988) which is the same as the previous study. In the same case, the present study explored reading miscue analysis by using RMA procedure. Other similarities, both of these studies investigated the subject deeply by using a case study.

This study had different object from the previous study. This study investigated two representative students who suffered brain from damages and diagnosed Autistic Spectrum Disorder (ASD) types Asperger's Disorder. They were college students at the inclusive school Galuh Handayani Surabaya, meanwhile the previous study focused on one normal college student of second-year at Shandong University. This study provided only two research problems

related to types of miscues and factor contributing the production of miscues. Meanwhile, the previous study investigated three research problems which consisted of miscue features, the influence of the text type on miscue and the contributory factors to miscue production. Different from the previous study which collected the data in various instruments such as open-ended questionnaire and digital recorded, this study only used recorder instrument because through this instrument the writer obtained the data by recording the real event without any presence of engineering or modification. So, it was already an enough proved that the data was valid and trustworthy.

The next previous study related to the present study, was done by Hapsari (2013) entitled "Reading Miscue Analysis of Second Semester Students in Study Program of English of Universitas Brawijaya". She investigated the types of miscues produced by three students of second semester students in study program of English of Universitas Brawijaya. In a case study, she also provided the reason of the students doing miscues. She used the theory of Goodman and Burke (1973) and the three cueing systems by using Goodman's theory (1969). She applied 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 repetitions (3%).

From this overview above, the previous study and the present study had some similarities. The first similarity, both of the studies were investigating reading miscue analysis in Psycholinguistics field. The second similarity situated

on the theoretical framework. Both present and previous study used Goodman and Burke's (1973) theory about miscue types and the three cuing system proposed by Goodman and Goodman (1994). In the same case, both present and previous 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 subjects who were definitely same. They were college students who are sophisticated in English. The last similarity, both of studies used a case study through qualitative approach.

Regardless to the similarity, the writer recognized the differences among the previous study and the present study. The distinctions are clearly seen in terms of participants. The previous study investigated the three of normal college students of English program at Universitas Brawijaya, besides this study preferred to investigate only two representatives of ASD with ADS type college students at the inclusive school Galuh Handayani Surabaya. The concept of the present study is derived from the two main problems regarding the types of miscue and the factors contributing the miscue production, nevertheless the previous study also 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.

RESEARCH METHODS

This chapter organizes the concept of research methods involving research design, data source, data collection, and data analysis.

3.1 Types of Research

A qualitative approach is a compatible method to design this study extensively, because this study expands data to be in the form of specific information not merely beyond explaining, but also exhaustive understanding. This method relies on linguistic rather than numerical data, and employs meaning-based rather than statistical forms of data analysis (Polkinghorne, 1983). The use of qualitative approach in the study assisted to explore the current phenomenon miscues produced by the students who was diagnosed ASD when English reading orally in a deep understanding. Creswell (2002) defines 'qualitative research approach' as an inquiry which is useful for exploring and understanding a central phenomenon.

A case study was applied to gain the data information intensively and in detail. Concerning of that significance, the writer investigated only two participants in which the result of the investigation was elaborated deeply. Ary et al (2002, p.27) state that "a case study is depth-study of a single unit, such as one individual, one group, one organization, one program, and so on" The type of the study was document analysis because the data retrieved in a form of recording

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files which contained the participant's utterances when reading English aloud and the text that used in a form of textbook as reading material. It is proved by Ary et al (2002, p.442) who state that the material could be in the form of textbooks, newspaper, speech, television programs, advertisement, musical composition or any other types of document.

3.2 Data Source

The data source was originated from all utterances or language production produced by two representatives out of 21 (twenty one) colleges Autistic Spectrum Disorder (ASD) with Asperger type students at the inclusive school Galuh Handayani Surabaya who participated in the study. Specifically, there were multiple specific data sources compiled in the study. The major source of data was taken through oral reading recordings of the selected texts performed by participants. Oral reading is aimed to uncover miscues generated in reading. The 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. Hereinafter, participants background information sources was obtained from document of child development information from their parents and children identification by the inclusive school Galuh Handayani Surabaya. In addition, brief interview and discussion of their English teacher also helped the writer to detect the factors that affect the production of miscues. The data on document analysis referred to the utterances containing miscues that are produced by participants when reading orally. The data that was collected then selected under

some requirements including the participants as the subject of research and the material as an intermediary source.

In selecting the participants, the writer chose two participants aimed to 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 Arya were selected since their good skills and characteristic were compatible to 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 generated unpredictable miscues in the final outcome. The participants' statuses as college students indicated they had higher power level on their proficiency within the realm of English literacy. Galuh Handayani Surabaya was chosen in view of 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 to obtain good quality data, the writer stipulated two representatives participants who were qualified to fulfill some criteria as follows; the participants were students who are diagnosed Autism Spectrum Disorder with Asperger type and 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 in formal institution. It was proven by actively being registered as college students at the inclusive school Galuh Handayani Surabaya and they had long-time experience at least 9 years in learning English. In additional criteria, they approved as good readers in accordance to the level autism based on the English teacher's recommendation.

The material as an intermediary source was retrieved from an educational textbook which was accordance for autism level comprising narrative text with fascinating topics. The proviso that should be obeyed is the text had not ever been 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 conforming to the participants' ability with autism. According to the criteria stated in Goodman, Watson and Burke (2005 p.46 cited in Qiuyan and Junju 2011 p. 64), the material selected should be "difficult enough to challenge readers but not so difficult that they cannot continue independently". In determining suitable text as oral reading materials, the writer asked the teacher to rate the difficulty of 5 (five) narrative texts with representing 1) easy, 2) normal, and 3) difficult. Based on teachers' preference given, the writer chose the three different topics covering fairy tales, folklore and myth which are new, interesting, unfamiliar and challenging in order to attract the participant's attention. Based on the criteria above, the appropriate materials used narrative two short stories. The folklore entitled "A Poor Widow and Her Rich Neighbor" with the form of a narrative text of 445 words which was retrieved from two English educational textbook for high school entitled "Progress" A Contextual Approach to Learning English published by Ganeca Exact (Zumakhsin and Mufarichah, 2007). The myth entitled "Ockok the Owl and Wak the Hawk" with the length 592 words was adapted from educational textbook for high school entitled "Look Ahead 3" An English Course by Erlangga (Sudarwati and Grace, 2007).

3.3 Data Collection

The role of the writer herself here as an instrument in the study designed and set all important components in this study. In collecting the data, the study set 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 RMA procedure then customize the level of participants who were diagnosed ASD, by the following steps:

1. Doing pre-research (in order to ensure specification overview among the participants, materials and place were appropriate to be implemented in this study).

2. Choosing three articles with different topic; fairytales, folklore and myth but 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. Considering the participants limitation on attention, the writer provided the appropriate estimation to facilitate them being successful in their reading process by reducing the length of the text approximately 400 words and adjusting the technical difficulties terms choice.

3. Giving the consent form to the two participants who were recommended by 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.

4. Asking the participants to choose one of the three texts provided that they wanted to read. The participant was only permitted to read one text at once. Then, asked them to read the text orally to be recorded.

5. Asking the participants to freely retell what the story was talking about to the writer. Reflecting the participant's interest, retelling session realized by asking the participants to retell the story orally since it provided convenience to them independently to express their ideas and creativity within capturing the essence of the story. Thus, the writer could identify their comprehending. Retelling session aimed to know how deeply the participants understood the content of the text and how they constructed the meaning.

6. Giving the participants time to relax and it continued on the next day. In this case, the writer needed the opportunities to identify and examine miscue that they produced.

7. Sharing session aimed to make the participant's mind refresh and relax. The writer asked the teacher's help to communicate with them about their experience after reading aloud. Then, it continued with discussing session with participants to evaluate their miscues and to know the reason why they committed the miscues.

8. Discussing miscue and factors influencing miscue production with the teacher of participants because she was as notable mediator who could help participants to overcome barriers faced in improving their reading proficiency.

9. Taking information from the documents of both parents and school about the background of participants, then also interviewing English teacher to dig further information.

10. Transcribing the records containing all of the participants' utterances into written form. The transcription here, aimed to help the writer identify miscue easier.

3.4 Data Analysis

After collecting the data, the next step is analyzing the data. The data will be analyzed by following some processes as follow:

1. Listening to the participant's record and finding the patterns of miscues by reading the transcript of the records. In order to gain the valid data, the writer asked the teacher to check the correctness and accuracy miscues found.

2. Marking the miscues occurred by using the symbols of scoring system adapted from M. Walsh (1979 cited in the Journal of Education and Skills 2014).

3. Coding and identifying the marked types of miscues by applying the Goodman and Burke (1973) theories as follows: substitution, omission, insertion, reversals, repetition, and self-correction. Also the writer used substitution theories by Goodman (1969) namely graphophonic system, semantic system and syntactic system.

Table 3.1 Sample Form of Miscue Analysis

Miscue Analysis Form Learner's name …………………………				Date………………………… Reading Level……………...			
No.	Script	Miscue (Substitution)	Graphophonic	Semantic	Syntactic	Non-response	Correction

(Source: adapted from Department for Education and Skills, 2014)

4. Analyzing the coded miscues that had already been identified in detail discussion.

5. Identifying and analyzing the three main factors contributing namely linguistic, affective and cognitive factors to language production (Kern, 1988) to find the miscue production by the participants based on the miscue coded.

6. Drawing conclusion.

This chapter reported findings and discussions. The finding demonstrated the result of the study therewith its analysis. The findings were outlined in-depth analysis with interpretation and generalization in discussion session.

4.1 Finding

In drawing the trustworthy results, the miscue production of autistic spectrum disorders students at the inclusive school Galuh Handayani when reading orally was analyzed based on the underpinning theoretical framework since it could frame the valid analysis. The study implemented some theories in accordance with the same concentrate in the study. In order to answer the research problems, the study applied the six types of miscue theory (Goodman, 1973) comprising substitution, omission, insertion, reversal, repetition and self-correction and three cueing systems covering graphophonic, semantic and syntactic (Goodman, 1969). Thereunto, it also applied the factors contributing language production such as linguistic, cognitive and affective factors underpinned by Kern (1988) theory.

4.1.1 Data Description

The utterance containing miscue during reading aloud became the hegemonic data which has been described and analyzed. The description results of six miscue categories which were emerging on reading aloud process of the two

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participants were presented in total calculation the entire miscue production as follow:

Table 4.1 Number and Types of Miscues Committed by the Students

No.	Learner (Pseudonym)	Substitution	Omission	Insertion	Reversal	Repetit-ion	Self-correction	Total
1.	Adi	21	13	-	1	-	-	35
2.	Arya	25	49	4	4	2	10	94
	Total	46	62	4	5	2	10	129

The calculation number of each six miscues type's production attained 129 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, 5 reversals, 2 repetitions, 10 self-corrections.

4.1.2 Analysis of Miscue

The results of miscue classification of each participant were reviewed and described deeply in data analysis. The data submitted was the result presentation based on deep analysis that logically could be categorized and approved as miscue. In categorizing miscue variety, the writer analyzed the data by using the following types of miscue theory (Goodman, 1973) as follow: substitution, omission, insertion, reversal, repetition and self-correction. The writer also analyzed the three cueing system (Goodman, 1969) such as graphophonic, syntactic and semantic system. Graphophonic system was divided into effective, partial and little or no similarity. Syntactic system was classified into syntactic

strength and weakness. In addition, semantic system was categorized into high, partial and poor acceptability.

4.1.2.1 Student I (Adi) and Miscue In-depth Analysis

Considering the great ability in reading, Adi was suitable to be called as a good reader. In the study, he preferred to read narrative text with Folklore topic 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 Her Rich Neighbor" within senior high grade. He produced 35 (thirty five) 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 covering 21 (twenty) substitutions, 13 (thirteen) omissions and 1 (one) reversal. Meanwhile insertion, repetition and self-correction miscue types were not found. His reading style was inclined spelling word by word, too slow and arrhythmic. 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 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 had good passion to know the whole story by using his knowledge.

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 miscue. In addition, the analysis was continued by elaborating three cueing

systems only on substitution miscue category. The types of miscue and three cueing systems which were listed in the certain tables on appendix 9 (nine) and 10 (ten) are not all directly analyzed but rather some data representation were taken to be analyzed by outlining and explaining certain miscues which are able to deputize the findings.

1. Substitution and the Three Cueing Systems

The discovery substitution miscue category was detected, since Adi altered or replaced an authentic word in the passage with another word in his oral 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 sometimes could change a fundamental sense and even deviated of the context. Through assessment of the miscue in-depth analysis, the result showed Adi susceptible committed the substitution miscue types. It was indicated by the frequency of substitution attaining 21 (twenty one) miscues which were occupying the highest rating.

The finding displayed some various substitution categories. Substitution with *effective graphophonic similarity (+)* occurred on the word function as auxiliary of a sentence in the original text that was described on the following Expected Response (ER) and Observed Response (OR) below. (See appendices. 9 and 10)

(Line 4)   ER : "Neither *did* she have relatives who would take care of her"

OR : "Neither *died* she have relatives who would take care of her"

The alteration of the word "**did**" into "**died**" in graphophonic side or the word sound composition was not significantly changed. Those two words had the same pronunciation sound in the beginning and the last part of the words. The 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 the whole context, therefore the cue was categorized as *poor semantic acceptability (o)*. In addition, the distinction was also apparent in word order so it belongs to *syntactic weakness (o)* since the word function "**did**" as auxiliary was converted into "**died**" served as adjective. Thus, the existence of an incompatible word modification could confound the content of the text.

Another variety substitution category was described in a sentence in the authentic text as the following example below (See appendices. 9 and 10).

(Line 16)   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 graphophonic similarity (√)*. In pronouncing both words, the identical sound was only audible in the beginning part. Referring to cueing system, this kind of miscue was indicated as *partial semantic acceptability (√)* caused by transformation of these literal meanings based on semantic viewpoint were solely acceptable in a single sentence. However, these changes still converted the contextual sense. The discrepancy meaning which was made could disrupt the context. Referring to the word contexture, the substitution was categorized in *syntactic strength (+)*

because Adi as the reader equalized both function words which were served as noun.

Overall, miscues were made by Adi considerably as low quality miscue since his substitution miscues almost change the particular context. It could be proved by denoting almost all miscues with substitution category were classified as *poor semantic acceptability (o)* based on three cueing system. In fact, there were no similar even identical meanings having the same meaning of each miscue he made. These kinds of miscue systems had destructive characteristics in view of the meaning essence of the content of the text totally changed and then it automatically influenced contextual sense. Although, Adi read the text in a slow speed to avoid any mistake but an unexpected miscue naturally had been realized. He estimated, probably was too fast in reading aloud. Consequently, the substitution miscue produced, caused Adi lost his understanding to get the meaning of the text and could not interpret the intended meaning.

2. Omission

The miscue was identified as omission types, since the reader skipped or omitted to read the original letter, word, phrase or sentence in the passage. Omitting the word was categorized as miscue because it could significantly break the language structure or grammatical errors. Based on the deep analysis, the writer found 13 (thirteen) omission types made by Adi. The investigation of miscue production of Adi showed the case of omission miscue occurred in omitting letter, part of word and word.

The case of omission miscue occurred in a form of letter was displayed in the following passage below. (See appendix. 9)

(Line 24)   ER : "…filled it with **pieces** of glass…"

OR : "…filled it with **piece** of glass…"

In this case, Adi failed to pronounce bound morpheme"–s" which was denoting the plural marker of nouns form in his oral reading. It was categorized as miscue because he ignored specific information which was referring to the number of objects. Nonetheless, the miscue inside of grammatical rule stand point was admissible and compatible to be implemented in the text. The miscue could be justified since it did not undermine sense in the original context.

Furthermore, Adi also made omission in a form of part of word in his oral reading as was presented in the passage. (See appendix. 9)

(Line 21)   ER : "Stop your ***praying***!"

OR : "Stop your ***pray***!"

The miscue occurred since he missed to pronounce the segment of progressive suffix **–ing** in his oral reading. The progressive suffix "-**ing**" was used in forming gerund as a form that is derived from a verb but is functioned as a noun. When he pronounced "**pray**" and skipped to pronounce "-**ing**", he transformed the original word as gerund form became a form which was solely function as verb. Although this miscue was not significantly mess the sense, yet the change was claimed as miscue since in view of English structure, it was inappropriate.

Omission in a form of word found in the exemplar of omitting article is presented on the following sentence below. (See appendix. 9)

(Line 2) ER : "There was once *__an old__* widow who was poor…"

OR : "There was once *__old__* widow who was poor…"

Adi skipped article "**an**" in his oral reading. In this case, the word "**an**" was avowed as indefinite article that was used for preceding singular countable noun or to introduce a subject which has not been previously mentioned. When he skipped the article, it means he ignored specific information of the subject and broke English rule. Nevertheless, the miscue did not change the chief meaning and the sense was still understandable.

Adi did not know if the omission miscue effect could break English structure. In fact, Adi was not overwhelming knowledge in terms of vocabulary and pronunciation. Based on the discussion session, the reason why Adi omitted those kinds of miscues he estimated probably because he was reading too fast, having no enough concentration and less scrupulous.

3. Reversal

There was only 1 (one) miscue identified as reversal type. The miscue was decoded as reversal since the reader altered the sequence order of letter, word, phrase or sentence. The emergence of miscue types was demonstrated in the following example of sentences. (See appendix. 9)

(Line 3) ER : "…even ate nothing for **three** days."

OR : "…even ate nothing for **there** days."

The reader reversed the word "**three**" into "**there**". It showed there was the regulation exchange of word arrangement in terms of alphabet, nevertheless the

number of letter was constant, and it was generating a new word form with different meaning. Although, the alteration just centered on the placement of letter order, it definitely changed basic meaning of the sentence. The word "**three**" referred to express the equivalent number whereas "**there**" expressed place or position. The change of both meanings was obviously affecting contextual sense. However, this case of reversal miscue was not modifying grammatical function. The word "**three**" which was lexically functioned as an adjective was reversed by "**there**" as adjective function.

The reason why Adi committed the miscue, he thought the word "**three**" in the text was "**there**" because both of words are almost similar. He confessed the miscue done by him because he got misperception to input the original word in the text.

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 text in silent way because that way espoused him to keep his concentration. In reading aloud session, he chose the Myth topic to be read. He assumed the Aboriginal Myth story entitled "Ockok the Owl and Wak the Hawk" was a very fascinating and challenging story. Referring to miscue analysis findings, the total number of his miscue production attained 94 miscues out of 592 words from the original text. There were six types of miscue emerging comprising 25 (twenty five) substitutions, 49 (forty nine) omissions, 4 (four) insertions, 4 (four)

reversals, 2 (two) repetitions, 10 (ten) self-corrections. Regardless his miscue production, Arya was competent in comprehending. His good comprehension could be proved in retelling session. In fact, he conveyed the content of the story in detail. He could identify 5 main points of the story regarding key story characters, setting, story problem (conflict), key story episodes and problem resolution.

The result of Arya miscue production about types of miscue and the three cueing systems were presented in the following analysis. In order to obtain more specific explanation regarding the result of the study, the writer analyzed several miscues which represent the explanation of the whole findings.

1. Substitution and the Three Cueing Systems

Based on miscue analysis result, there were many utterances containing substitution miscue types produced by Arya when reading aloud. The utterance 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 category. Referring on the result of three cueing systems, it denoted that there were three miscues levels covering high, medium and low quality.

The substitution word was considered as high quality miscue since the miscue was high in terms of graphophonic, semantic and syntactical systems. The example of high substitution is represented in the following sentence below. (See appendices. 11 and 12)

(Line 20) ER : "Tomorrow I'll **go** into the bush and look for fish rather than yams."

OR : "Tomorrow I'll **goes** into the bush and look for fish rather than yams."

The change is on the word "**go**" into "**goes**", it means that he changed the first person verb marker into the third person singular verb marker. If it was viewed from standpoint of English structure or grammar, that pattern was not justified. However, the substitution was determined as high quality because the miscue was approved as *effective graphophonic similarity (+)*, *high semantic acceptability (+)* and *syntactical strength (+)*. It was high in graphophonic facet since there was no significant difference of pronunciation in the beginning and middle of the word, so that fact was eligible to recognize this kind of substitution miscue as *effective graphophonic similarity (+)*. This case of substitution was semantically accepted because the modification did not change the sense of the text so it is categorized as *high semantic acceptability (+)*. The substitution miscue was assigned as *syntactical strength (+)* since the miscue had the same wording with the original word in the passage as verb.

Besides producing high quality miscue, the finding showed that Arya also produced substitution miscue with medium quality. The substitution occurred in the following exemplar. (See appendices. 11 and 12)

(Line 18) ER :"Wak took the yams **from** Ockok and threw them away"

OR :"Wak took the yams **for** Ockok and threw them away"

He substituted the word "**from**" became "**for**", this kind of substitution case indicated as *little or no graphophonic similarity (o)* since the substitution had no similar sound or pronunciation aspect. However, the miscue was accepted based on syntactical and semantic cues. Syntactically, the miscue was determined as *syntactical strength (+)* because both of words still had identical grammatical function which is acted as 'preposition'. Furthermore, if it was analyzed based on semantic standpoint, this substitution was quietly appropriate and understandable to be applied in a single sentence nevertheless only a little change occurred on the contextual sense. This modification case was recognized as *partial semantic acceptability (√)*.

The last substitution was low quality miscue. It happened since the substitution was low in terms of the three cueing systems. The example like is in a sentence as presented below. (See appendices. 11 and 12)

(Line 15)　　　ER : "**Let's** cook them now and eat them!"

　　　　　　　　OR : "**The** cook them now and eat them!"

The words substitution transitive verb "**Let's**" into definite article "**The**" syntactically, semantically and the graphophonic system were not acceptable. Both of words were totally discrepant in terms of the basic meaning then affected the contextual sense, so this substitution belongs to *poor semantic acceptability (o)*. The transformation grammatical function "**Let's**" was served as transitive verb became "**The**" as definite article, it was identified as *syntactic weakness (o)*. In addition, the substitution was appertained as *little or no graphophonic similarity (o)* since the pronunciation both of words was far different.

Generally, the miscue production was made by Arya in oral reading session categorized as high quality miscue because he almost produced *high semantic acceptability (+)* miscue. In fact, it means his miscue production did not significantly disrupt the contextual sense in the text, so that the content of story was still understandable and comprehensible. Referring to the discussion session, Arya argued that the occurrence of substitution miscue in his oral reading is purely caused by mispronunciation.

2. Omission

The forty nine (49) omissions were produced by Arya, those designated that he potentially did skipping act. Referring to the result of miscue identification, the omission miscue was transpiring under two kinds of form covering word, phrase and clause. The occurrence of omission in a form of word was described in a sentence as follow: (See appendix. 11)

(Line 6)   ER : "**They** both had the same mother…"

              OR : "_____ both had the same mother…"

The omission miscue omitted the pronoun form of the word "**They**" in oral response. The pronoun "**They**" here refers either to the plural characters or subjects was previously mentioned in the discourse. When he did this kind of miscue, it means that he ignored the importance of pronoun which is functioned as reference as subject inside the text in order to avoid the ambiguity. Nevertheless, this omission was not significantly converting the meaning of the context even it is still apprehensible.

Arya failed to pronounce phrase in his oral response. The case of phrase omission was presented in the following example. (See appendix. 11)

(Line 43)   ER : "**In the dreamtime**, Wak, the hawk man, tried to trick…"

OR : "_____, Wak the hawk man, tried to trick…"

The problem was identified that Arya abandon the function of that phrase as adverb of time but it was not inflicting grammatical error. The omission was not modifying the whole original sense so although it was leaving out any additional or specific information in the text, he as reader still could get the main point.

Additionally, the omission occurred in a form of clause. The example of omission clause was shown in a sentence like this. (See appendix. 11)

(Line 30)   ER : "Ockok left his brother and found a new place **to live by himself**"

OR : "Ockok left his brother and found a new place _____"

Arya left out the clause "**to live by himself**" in the passage. In this case, he omitted the clause. It indicates that he neglected additional information in the text. Yet, his miscue was not disorderly English structure and significantly changes the sense.

Based on the discussion session, Arya expressed his reason why he committed the miscue was just because he could not control his speed or too fast in reading.

3. Insertion

Arya produced only 4 (four) insertion miscues. It happened since he inserted or added another word out of the original text. The emergence of the insertion was demonstrated in the following sentence. (See appendix. 11)

(Line 21) ER : "The next day Ockok went out again to look for food."

OR : "The next day Ockok **was** went out again to look for food"

This case could be categorized as miscue due to an addition of 'to be' "**was**" in the passage. The reader added inappropriate word in the passage which grammatically was not acceptable by adding 'to be' before 'verb'. On the other side, this kind of insertion was not providing negative effect toward the actual context.

Insertion category could be described in the following sentence here. (See appendix. 11)

(Line 12) ER : "Every morning, as the sun **was** just beginning to shine,…"

OR : "Every morning, as the sun **wasn't** just beginning to shine,..."

Arya enhanced negative form "**not**" within '**to be**' in the sentence, it indicated that his miscue was acceptable and appropriate in terms of English structure. Unfortunately, this insertion miscue affected the context sense in a whole sentence. In responding thereto, in the discussion session Arya assumed the sentence in the authentic text was deficient in terms of '**to be**' and needed to be added.

4. Reversal

Referring to the finding, the miscue production with reversal category amount 4 (four) miscues. The miscue was classified as miscue since Arya as the 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 which occurred in a form of word. (See appendix. 11)

(Line 23)　　ER : "We can't **eat** those fish either!"

　　　　　　OR : "We can't **ate** those fish either!"

In the reversing act the word "**eat**" verb for present tense became "**ate**" verb for past tense in the oral response, it indicated that the reader did high quality miscue. The change lied on the word order with the result that was forming the main part 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 was acceptable.

In addition, the reversal could happen in a form of phrase. (See appendix. 11)

(Line 24)　　ER : "Wak took the fish **from Ockok** and threw them away too."

　　　　　　OR : "Wak took the fish **Ockok from** and threw them away too."

He changed the grammatical pattern between phrases. On the other side, that reversal miscue changed the word order so it created grammatical error. Yet, the reversal was accepted since the contextual sense of the sentence was still easy to apprehend. The reason Arya did the reversal miscue when reading aloud, he said was not deliberately to utter it.

5. Repetition

Goodman implied that repetition happened since the reader repeated word, or part of it, or a phrase. Here, Arya produced the miscue with repetition type aggregates 2 (two) miscues. Repetition only happens at the ending of the word, as presented in a sentence below. (See appendix. 11)

(Line 2) ER : "…,there was a **little** owl."

OR : "…,there was a **little little** owl."

Arya repeated the word "**little**" that stands for adjective. Although the miscue occurred in his oral response, a bit problem only lied on grammatical error. Meanwhile, this repetition was not modifying particular sense toward the context.

Furthermore, the same case happened since he repeated the word as pronoun in the sentence, for instance: (See appendix. 11)

(Line 9) ER : "One day, **Wak** came to visit his brother…"

OR : "One day, **Wak Wak** came to visit his brother…"

Arya reiterated the subject "**Wak**" in his oral response. This miscue was grammatically acceptable. In addition, it was not confounding the whole meaning. Generally, the reason why he repeated the word was just because there were many new and unfamiliar words in the text. Therefore, he got impediment to pronounce those words.

6. Self-correction

The writer found 10 (ten) self-correction miscues that occurred in Arya utterances. There were two types of self-correction miscues that could be

identified such as, the first was the corrected word in his self-correction and the second was miscorrection word in the self-correction response. The example of the miscue was corrected in oral response called as successful correction as represented in an active sentence here. (See appendix. 11)

(Line 2)   ER : "Once upon a time, in the dreamtime, there was a little **owl**."

                                       1. Howl
                                       2. Owl ©

     OR : "Once upon a time, in the dreamtime, there was a little **owl**."

He corrected his pronunciation "**howl**" as miscue that was made in his oral 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 meaning.

Arya also made miscorrection miscue in his self-correction response namely abandoned correction in the following interrogative sentence below. (See appendix. 11)

(Line 9)   ER : "Ockok, why **don't you come** and live in my country?"

                              1. Do you come
                              2. Do you
                              3. Do you not come (mc)

     OR : "Ockok, why **don't you come** and live in my country?"

He failed to correct himself the miscue with self-correction types. This self-correction miscue case was identified as miscue. It is because Arya failed to correct his mispronunciation became correct clause in his oral response matching with the authentic text. Referring on that problem, the miscue was identified since there was word order modification. Nevertheless, the meaning of the text was understandable and comprehensible.

In the discussion session, Arya implied that the reason why he committed 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.

4.1.3 Analysis of Factor Contributing to the Miscue Production

In answering the second research problem, the writer applied factor contributing the language production theory proposed by Kern (1988). Kern revealed there are three factors contributing the language production covering linguistic 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 students at the inclusive school Galuh Handayani. He was one of college student who is diagnosed Autistic Spectrum Disorder with Asperger type. He acquainted English and regularly learned it since in first grade elementary school.

Parents' perspective. According to child development information from parents, his parents conveyed that Adi had a delay of psychological problems. The problems presented in poor social skills, his parents expressed that Adi had only good socialization with siblings and parents. Adi also had impairment in terms of emotional. Adi had good enough ability in controlling his emotions but sometimes his emotion was uncontrolled if his parents could not fulfill what his want. Then, sometimes lack of confidence. In addition, Adi tended to reject responsibility,

always became anxious when meeting others, preferred to be followers, preferred to ignore him self as a result of overprotected or dependent parenting. Based on parents' perspective, there were not any problems in his language development.

Educational college institutions Galuh Handayani's perspective. Based on the results of diagnostic analysis, identification results showed Adi had enough language skill especially in reading proficiency, but he was still lacking in terms of understanding and comprehension. Observing from the perspective of emotion and behavior, Adi was able to receive and understand the information provided. He was also able to respond well, though was still limited to the things that he liked or attracted attention. In terms of arguing, he still required a longer time and a clear direction. However, he had stable emotion but the stability tends to 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 understanding the content. Regardless his psychological impairment, Adi had 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 concentration or short attention of concentration. Then, the reason he made mistake in reading because he had not enough source or supporting development in learning. He could not accommodate too many pronunciation and placement of punctuation in improper place.

By applying factor contributing language production theory (Kern, 1988), the writer identified there were three factors which led Adi to produce miscue encompass linguistic factor, cognitive factor and affective factor. Evidentiary of these factors was discussed as follow:

Linguistic factor. The linguistic factor triggered to the production of miscue because the different code, inter-language and proficiency. The difference code of background language between first language and target language would stimulate the reader to generate miscue. Bilingual learner who had discrepancy on language system between mother tongue and target language became one of triggers that led to the production of miscue. In fact, Indonesia and English had different language code cover writing systems, lexicon, syntax and semantic 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 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 a role to excogitate miscue. In learning cross-language learner should acquire linguistic sector and adopted a new language form. Indonesian vocabulary and English vocabulary are far identical similar. English had complicated vocabulary in consequence Indonesian learner such as Adi had many difficulties in terms of pronouncing English vocabulary. As stated by his English teacher in short interview and discussion, his teacher conveyed that Adi accommodated too many pronunciation and placement of punctuation in improper place when reading. Proficiency also became another factor contributing miscue production.

Essentially, the teacher argued that he had good proficiency in reading and appropriate called as English good reader at the level of autism. However, his proficiency in reading was still indeed under normal children because of his developmental disorder as autism so that his miscue production relative more frequently happened rather than normal children. In fact, he produced 34 miscues.

Cognitive factor. The cognitive factor also stimulated miscue production. Kern (1988 p. 51) implied that a cognitive factor, reading in any language is a cognitively demanding process, involving the coordination of attention, memory, perceptual process and comprehending process. Based on the information obtained from Galuh Handayani about the identification of Adi diagnostic, he had enough language skill especially in reading proficiency, but he 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 generated ideas in comprehending process. Based on diagnostic children information, he needed long time to share his idea. It could be proven that Adi delayed in storage of generated ideas and information in long term memory. Thus, those factors became one of another contributory factor triggered his production of miscue.

Affective factor. The last factor contributing miscue production was 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 and Junju, 2011 p.75). In this case, Adi frequently read the text with high-pitched intonation during oral reading session. Adi had impairment which dealing with

affective aspects such as emotional, anxiety and self-confidence. Referring to the information obtained from Galuh Handayani about the identification of Adi diagnostic, he had stability of emotional but the stability tends to decrease if his 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 of confidence. In addition, Adi tended to reject responsibility, always anxious when meeting others. Based on that fact, it was enough to prove that his affective factor included emotional, anxiety and self-confidence as the factors influencing him to generate miscue.

4.1.3.2 Background Information and Factor Identification of Student II (Arya)

Arya was 22 years old, and was a child who diagnosed Autistic Spectrum Disorder with Asperger type. He learned English since kindergarten. Now, he was a second semester college student at the inclusive school Galuh Handayani.

Parents' perspective. According to child development information from his parents, Arya got trouble in terms of concentration or less focus in doing something. He also had development impairment in his behavior because he tended to be a hyperactive child.

Educational college institutions Galuh Handayani's perspective. Actually, Arya's ability was quite good, as shown by his ability to understand the material. Arya also has a good skill in reading. On the other side, he was still poor

in terms of accuracy and exactness for answering the question correctly, so it is necessary to be reminded and motivated.

English teacher's perspective. Arya had good comprehending and 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 concentration or short attention of concentration. Then, the reason he made mistake in reading because he had not enough source or supporting development in learning. He could not accommodate too many pronunciation and placement of punctuation that was inaccurate.

The identification of the factor contributing miscue production referring background of the learners above showed that there were linguistic factor, cognitive factor and affective factor.

Linguistic Factor. Acquiring second language (L2) is not as simple as acquiring first language (L2), it because learners needed big effort to learn language which had not similarity in terms of linguistic feature. The distinction of language code of L2 which more complex and complicated caused learner confronted by some problems or difficulties. Because of those problems or difficulties, sometimes learner did mistake or error even miscue. As an English second language learner that kind of problems was also experienced by Arya. In fact, language system of Indonesian as his first language was far different from English system as his second language in terms of writing system or structure, vocabulary or lexicon, meaning or semantic and pronunciation or phonic. Pronunciation code here was as the significant difficulties for Arya during the

learning process. As stated by his teacher, the teacher conveyed that Arya could not accommodate too many pronunciation and placement of punctuation in improper place as the same like a barrier that was experienced by Adi. Thus, because of that pronunciation interference could affect his fluency and triggered him to produce miscue in reading. Inter-language in linguistic factor also intervened English Second Language (ESL) learner to make a miscue. Qiuyan and Junju (2011, p.77) the inter-language may reflect the influence of cross-language differences, the over-generalization of English rules and the creation of new forms. In learning cross-language learner should acquire linguistic sector and adopted a new language form. Proficiency became another linguistic factor contributing miscue production in reading aloud. Actually, Arya was a proficient 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 definitely was not as good as normal children. Thus, because of his deficient proficiency in reading led him to produce miscue and attained 94 miscues in the finding.

Cognitive factor. Actually Arya had good cognitive ability, especially in his memory, perceptual process and comprehending process. He was able to retell the content of the story critically and detail. However, in another factor such as coordination of attention was still poor. It was proven by omission as the highest miscue made by him. It indicated that he was still poor to coordinate his attention by skipping act. It indicated that Arya was not able to coordinate his attention.

Affective Factor. Reviewing from some perspective about background information of Arya, the writer could infer that the factor contributing him to generate miscue because of his poor affective ability. In fact, his parents conveyed that Arya had limited concentration and focus. The statement also was supported by diagnostic children information that expressed "Arya was still poor in conscientious or accuracy in answering the question correctly so necessary to be reminded and motivated." His English teacher also supported the statement above by stating that Arya had impaired concentration or short attention of concentration. In fact, he did skipping act during reading aloud session it meant he had not good enough concentration and accuracy. Thus, those kinds of problems could affect him to produce miscue.

4.2 Discussion

The two representatives who diagnosed Autistic Spectrum Disorder (ASD) of second semester college students at the inclusive school Galuh Handayani were sophisticated in learning English as second language at the autism level. Considering their good qualification such as high-functioning (high average IQ), long-time experience in learning English and their reputations as English good readers at the autism level evidently those all could not guarantee that they never made a mistake or error in reading. Apparently, they potentially generated miscue as presented in the finding that found 129 miscues. The finding showed the productions of miscues were influenced by three factors covering linguistic, cognitive and affective factor.

The occurrence of miscue was recognized by implementing six types of miscue comprising substitutions, omission, insertion, reversal, repetition and self-correction proposed by Goodman (1973). Referring to general calculation of miscue production, the second semester college autistic spectrum disorder students at the inclusive school Galuh Handayani Surabaya generated 129 miscues which consist of seven miscue types. The percentage of each number of miscue productions was described on the following chart below.
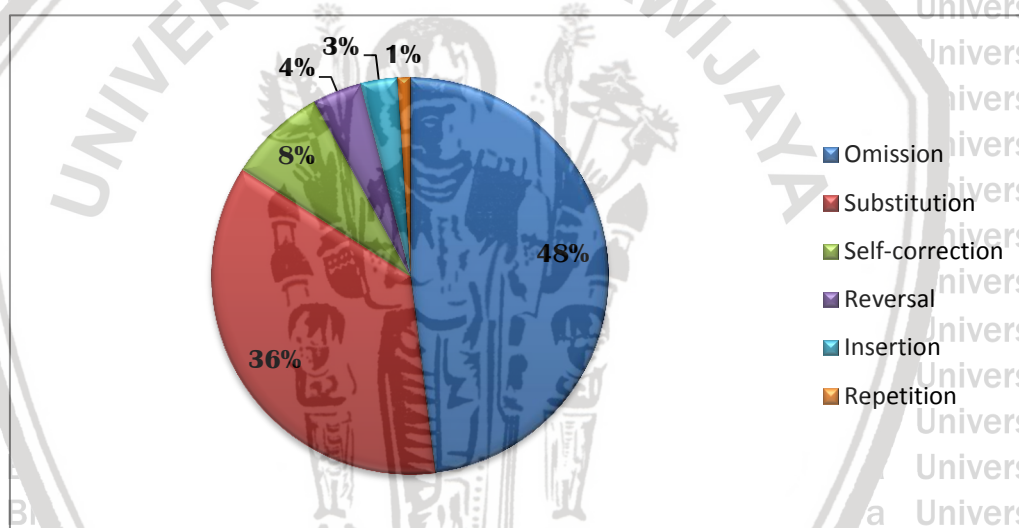
Figure 4.1 Percentages of Types of Miscue

Conforming to the accuracy percentage of miscue denoted omission as the most frequently happened in oral reading with total number attained 62 miscues (48%). The second position was substitution type as many as 46 miscues (36%). Furthermore, Self-correction type with 10 miscues (8%) placed in the third position. The fourth position was occupied by reversal in the amount of 5 miscues

(4%). Then, insertion type with 4 miscues (3%) placed in the fifth position. Furthermore, the last position belongs to repetition type with 2 miscues (1%).

Adi was a good reader however he produced 35 miscues in his oral reading. He generated only three miscue types including 21 substitutions, 13 omissions and only 1 reversal. Substitution as the most frequently miscue was made by him. Based on the three cueing systems comprising graphophonic, semantic and syntactic systems application which proposed by Goodman (1969), the writer indicated overall his substitution cues were categorized as low quality since he frequently used minimal cues based on three cueing systems. The results showed that the miscue was low in terms of graphophonic, semantic and syntactical as presented in the representative example from the finding like this. He altered the word "**with**" became "**white**", thus the miscue *little or no graphophonic similarity (o)*, *poor semantic acceptability (o)* and *syntactic weakness (o)*. He was used maximal cues toward graphophonic, semantic and syntactic systems. For instance: he substituted the word "**did**" into "**died**". In view of graphophonic, semantically and syntactically, his cue was not justified. In responding his miscue production, he argued that his miscue could happen because he was reading too fast, had not enough concentration and less scrupulous. Then, it could happen because of misperception. Thus, those miscue affected his comprehending. In fact, in retelling session he could not critically retell the whole story. He could only identify a bit character description, story problem (conflict) and problem resolution of the story. Yet, the setting and key episodes of the story were not identified by him.

Different from Adi, the frequency of miscue was made by Arya relatively higher rather than Adi. Arya produced 94 miscues including six miscue types. There were 25 substitutions, 49 omissions, 4 insertions, 4 reversals, 2 repetitions 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 kinds of omissions comprising omission of word and phrase. Based on the identification cueing systems, his miscue production categorized as high quality miscue and low quality miscue. His high quality was described in the word "**go**" into "**goes**" In view of semantically, syntactically, and graphophonic cue, the 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 similarity (o), poor semantic acceptability (o)* and *syntactic weakness (o)* because it did not make any sense. Reflecting on his miscue production, Arya had some reasons including he read too fast, made mispronunciation and there was many new vocabulary in the text.

The writer discovered new phenomenon in the study. According to analysis miscue types, the result detected there were 2 (two) multiple miscues. Multiple miscues was identified since within one miscue production could contain more than one types of miscue. First, multiple miscues occurred on the combination of omission and insertion types, for example: the sentence in the authentic text "**There is plenty of** food in the bush around here." became "**but**

food in the bush around here." as the oral response. Second case, multiple miscues happened since there was combination between self-correction and substitution types in the only miscue production. For instance: the original text presented sentence "… he only goes into the bush **to look** for food at night." However, the reader pronounced "… he only goes into the bush *¹into ²in look* for food at night."

In determining the factor which leads to the production of miscues, the study applied the three factors contributing the language production theory by Kern (1988). Both of students had the same factor that influencing his miscue production covering linguistic factor, cognitive factor and affective factor. Linguistic factor affected their miscue in oral reading including different code of English feature were far different with Indonesian as their first language (L1). English system in writing system, lexicon, syntax and semantic relation were more complex and complicated. The second linguistic factor was inter-language. In learning cross-language learner should acquire linguistic sector and adopted a new language form. In fact, learner needed long process to adopt a new language. In learning process, learner definitely faced any problems such as mistake or error even miscue.

Cognitive factor also became one of factors influencing miscue occurred. In viewing on the students' limitation on psychological development, it could trigger the students to make miscue. In this case, Adi had any deficit in understanding and comprehending. It was related to his cognitive ability, he had trouble in storage of generated ideas and information in long term memory. Arya also had cognitive problems but in different case, he had impairment in terms of

attention coordination. It could be proven that he made the highest frequency of omission as the effect of skipping act. It meant he could not be able to coordinate his attention.

Affective factor was the last factor stimulating miscue production. Adi was lack in stability of emotional and self-confidence. Furthermore, he tended to be anxious if he met another person. Thus, those all problems related to his affective sector. In another case, Arya had problems in his concentration and accuracy.

In order to gain more exhaustive and comprehensive discussions, the writer correlated the result of the two previous studies with present study to be compared. The writer compared the present study with the first previous study overview from Qiuyan and Junju (2011) entitled "Investigating the Miscue-reflected EFL Oral Reading Process: A Case Study". The present study applied the three same theories with the previous study, including types of miscue (Goodman and Baker, 1973), the three cueing systems (Goodman, 1969) and the factor contributing the language production (Kern, 1988). With the application of the same theories, but different subject in fact the present study found different results from the previous one. Qiuyan and Junju found a Chinese second-year Shandong University produced 143 miscues in reading narrative and expository text. Substitution miscues were the most frequently produced by students and reversal was not occurred. They found linguistic and cognitive factor were two major contributors to miscue production.

Different from the previous one, the present study found second semester of college Autistic Spectrum Disorder (ASD) students at the inclusive school

Galuh Handayani Surabaya generated 129 miscues consisting of 62 (48%) omissions, 46 (36%) substitutions, 10 (8%) self-correction, 5 (4%) reversals, 4 (3%) insertions, 2 (1%) repetitions. It was not similar with the previous one, omission miscues were the highest miscue made by participants. The present study found new miscue type that was multiple miscues while in the previous study result was not found. There were three major factors contributing to the miscue production while the previous study was only two factors.

Besides comparing Qiuyan and Junju study's, the writer compared the second previous study from Hapsari (2013) entitled "Reading Miscue Analysis of Second Semester Students in Study Program of English of Universitas Brawijaya". She found even a good reader produced miscues and three were fifty nine (59) miscues consisting of 20 omissions (34%), 17 mispronunciations (29%), 9 substitutions (15%), 8 self-corrections (14%), 3 insertions (5%) and 2 repetitions (3%). In analyzing different subject of the study yet still used the same theories, both of the two previous found omission miscues were the most frequently produced by students. However, present study had different finding in terms of multiple miscues. The present study found multiple miscues in the result while the previous one did not found it. Finally, the writer inferred that the result of each study were heterogeneous.

CONCLUSION AND SUGGESTION

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 previous chapter and the suggestions for the readers.

5.1 Conclusion

Retrospective Miscue Analysis (RMA) as a procedure which significantly contributes in conducting this study. The study applied two theories covering the types of miscue (Goodman, 1973) and the three cueing systems (Goodman, 1969) under RMA theory. Based on the result in-depth analysis, there were 129 miscues committed by the two second semester college Autistic Spectrum Disorder (ASD) students at the inclusive school Galuh Handayani Surabaya. The writer identified 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 miscue types were described as follow; omission 48%, substitution 36%, self-correction 8%, reversal 4%, insertion 3% and repetition 1%. Referring to the miscue production, the depth analysis was continued by implementing the three cueing systems. In-depth result analysis, the identification showed low miscue in semantic and syntactical was dominant one. There were some reasons why they could commit the miscue as happened in the case, they estimated probably they had not enough concentration and less scrupulous, too fast in reading, got a new

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vocabulary and difficult to pronounce the word. According to the finding, the two representative second semester college Autistic Spectrum Disorder (ASD) students at the inclusive Galuh Handayani Surabaya were potentially produced miscue with omission type. In addition, their cues were still categorized as low quality miscue.

In conducting the study, the writer applied the factor contributing the language production proposed by Kern (1988) to identify the factor that affected ASD students to produce miscue. Based on the identification result, linguistic, cognitive and affective factor became the three main factors triggering the production of miscue.

Related to the result of the study, the conclusion is good reader at the level 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 view of every child with autism had his own special characteristics, we could not infer that the miscues based on cueing systems affected their comprehending. Linguistic, cognitive and affective factor are three main factors contributing ASD with Asperger type to produce miscue. Factors which were influencing their miscue production could be determined based on their own background. Finally, this finding could not be generalized as the whole case for autism because of the limitation of the study which only analyzed a case on college Autistic Spectrum Disorder (ASD) students at the inclusive school Galuh Handayani Surabaya.

5.2 Suggestions

Considering reading miscue analysis on Autistic Spectrum Disorder, this study is still new and rarely conducted. The writer herself expects this study may give significant purposes for some parties. Therefore, the first suggestion is given to the next writer who wants to conduct a study on reading miscue analysis to examine another subject using RMA based on various facets. For instance, the next writer can use a good reader and a poor reader then try to compare the miscue result. In addition, the next writer can also apply reading miscue analysis in different genres text which aims to enrich source of knowledge in psycholinguistics branches about reading miscue analysis.

The second suggestion concerning the study is given to the English teacher 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 comprehension of ASD students especially in reading. The teacher can apply reading aloud as a learning model because it could stimulate good reading habit. Then, the teacher can use the result of the study as references to create new teaching model with the purpose to emphasize the number of miscue which is potentially produced by ASD students.

The last suggestion concerning the study is given to the teachers and lectures, the writer suggests for the teacher and the lectures to develop their teaching method to improve the students' ability in reading. In teaching, reading aloud can be used as creative strategy to enrich and improve the students in reading proficiency. Thus, reading aloud could be applied in educational system.

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APPENDICES

Appendix 1. Application for Research Permission

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran, Malang 65145 Indonesia
Telp. (0341) 575875 (direct), Fax. (0341) 575822 (direct)
E-mail: fib_ub@ub.ac.id   http://www.fib.ub.ac.id

Nomor   : 797 /UN10.12/AK/2014
Lampiran   : -
Perihal   : Permohonan Ijin Penelitian

Yth. Kepala Sekolah Inklusi Galuh Handayani
Jalan Manyar Sambongan
Surabaya Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya
Universitas Brawijaya:

Nama   : Virandha Dea Ayu Astiwidya
NIM   : 105110107111021
Semester   : VIII
Program Studi   : S1 Sastra Inggris

Mohon bantuan Bapak/Ibu pimpinan memberikan ijin kepada mahasiswa kami untuk melakukan
kegiatan penelitian dan memperoleh data pendukung dari instansi saudara.

Adapun judul Skripsi dari mahasiswa tersebut adalah : *English Reading Miscue Analysis of
College Austic Spectrum Disorder Students at The Inclusive School Galuh Handayani Surabaya
: A Case Study.*

Perlu kami sampaikan bahwa mahasiswa yang bersangkutan telah menyatakan bersedia menjaga
kerahasiaan data yang telah diperoleh dan hanya digunakan untuk penelitiannya tersebut
(terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,

Prof. Ir. Indah Anindita, M.S., Ph.D
NIP. 1908 198601 1 001

Appendix 1. Continuity Application for Research Permission

Surat Pernyataan

Saya, yang bertandatangan di bawah ini,

nama : Virandha Dea Ayu Astiwidya

NIM : 105110107111021

semester : VIII

jurusan : S1 Sastra Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"*English Reading Miscue Analysis of College Austic Spectrum Disorder Students at The Inclusive School Galuh Handayani Surabaya : A Case Study.*"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 2 April 2014

Yang membuat pernyataan:

Virandha Dea Ayu Astiwidya
105110107111021

Mengetahui:

Ketua Program Studi Sastra Inggris,

Prof. Ratya Anindita, M.S., Ph.D
NIP. 19610908 198601 1 001

Yusri Fajar, M.A.
NIP. 19770517 200312 1 001

Appendix 2. Consent Form of Student I (Adi)

<u>**CONSENT FORM**</u>

Reading miscue analysis is a guidance that can encourage the students to manage their own development reading comprehension based on samples of oral reading. Retrospective Miscue Analysis (RMA) is an instructional strategy to analyze the reading miscue. The participants will be asked to read the text orally and freely retell the meaning of the text. It will be continued listening and sharing session to know how to know how miscue they are produced affects their understanding. In the study, the writer will investigate the miscues that they are produced and the factors which lead to the production of miscues which occurred to college Autistic Spectrum Disorder (ASD) students at the inclusive school Galuh Handayani Surabaya. This study is expected for helping the students to develop and improve their ability on reading and to make them discover how to be a good reader and use best skill and strategy in reading.

"English Reading Miscue Analysis on Autistic Spectrum Disorder (ASD) Students at the Inclusive School Galuh Handayani Surabaya: A Case Study"

Virandha Dea Ayu Astiwidya – 105110107111021

My name is .... Hereby, I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

I agree to take part in the above study voluntarily on .... Futhermore, I agree for publication of the results that I take part in:

☐ Thesis
☐ Journal
☑ Thesis and Journal (Recommended)

I understand that I can withdraw from the study, at any time, whether before it starts or while I am participating. I understand that I can withdraw permission to use the data within one week of the test, in which case the material will be deleted.

Full Name of Participants	12 06 2014. Date	ALIF Signature

(If you do not understand anything and would like more information, please ask.)

Appendix 3. Consent Form of Student II (Arya)

CONSENT FORM

Reading miscue analysis is a guidance that can encourage the students to manage their own development reading comprehension based on samples of oral reading. Retrospective Miscue Analysis (RMA) is an instructional strategy to analyze the reading miscue. The participants will be asked to read the text orally and freely retell the meaning of the text. It will be continued listening and sharing session to know how to know how miscue they are produced affects their understanding. In the study, the writer will investigate the miscues that they are produced and the factors which lead to the production of miscues which occurred to college Autistic Spectrum Disorder (ASD) students at the inclusive school Galuh Handayani Surabaya. This study is expected for helping the students to develop and improve their ability on reading and to make them discover how to be a good reader and use best skill and strategy in reading.

"English Reading Miscue Analysis on Autistic Spectrum Disorder (ASD) Students at the Inclusive School Galuh Handayani Surabaya: A Case Study"

Virandha Dea Ayu Astiwidya – 105110107111021

My name is .... Hereby, I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

I agree to take part in the above study voluntarily on .... Futhermore, I agree for publication of the results that I take part in:

☐ Thesis
☐ Journal
☑ Thesis and Journal (Recommended)

I understand that I can withdraw from the study, at any time, whether before it starts or while I am participating. I understand that I can withdraw permission to use the data within one week of the test, in which case the material will be deleted.

Full Name of Participants	12 – 06 – 2014	Signature
	Date	

(If you do not understand anything and would like more information, please ask.)

Appendix 4. Profile of Students

1. **Student I (Adi)**

Adi (20th) is one of second semester college students at the inclusive school Galuh Handayani Surabaya who interests reading English text. He loves English since he learned English from first grade in elementary 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 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.

2. **Student II (Arya)**

Arya (22th) is a bit of many college students at inclusive school Galuh Handayani Surabaya who diagnosed Autism who have passion to learn English. Since at the first time he learned English in Kindergarten, he interested to learn English deeply. Reading is his hobby, because he confesses by reading he can know everything. He likes reading text silently and orally. Based on his opinion, both of techniques have the same function that can give a lot of benefit to enhance his knowledge. Arya delights read newspaper, magazine, story book and many others. Myth, Folklore, Fairy tales are the most his favorite stories because those stories aims to entertain him.

Appendix 5. Material Source (cover 1)
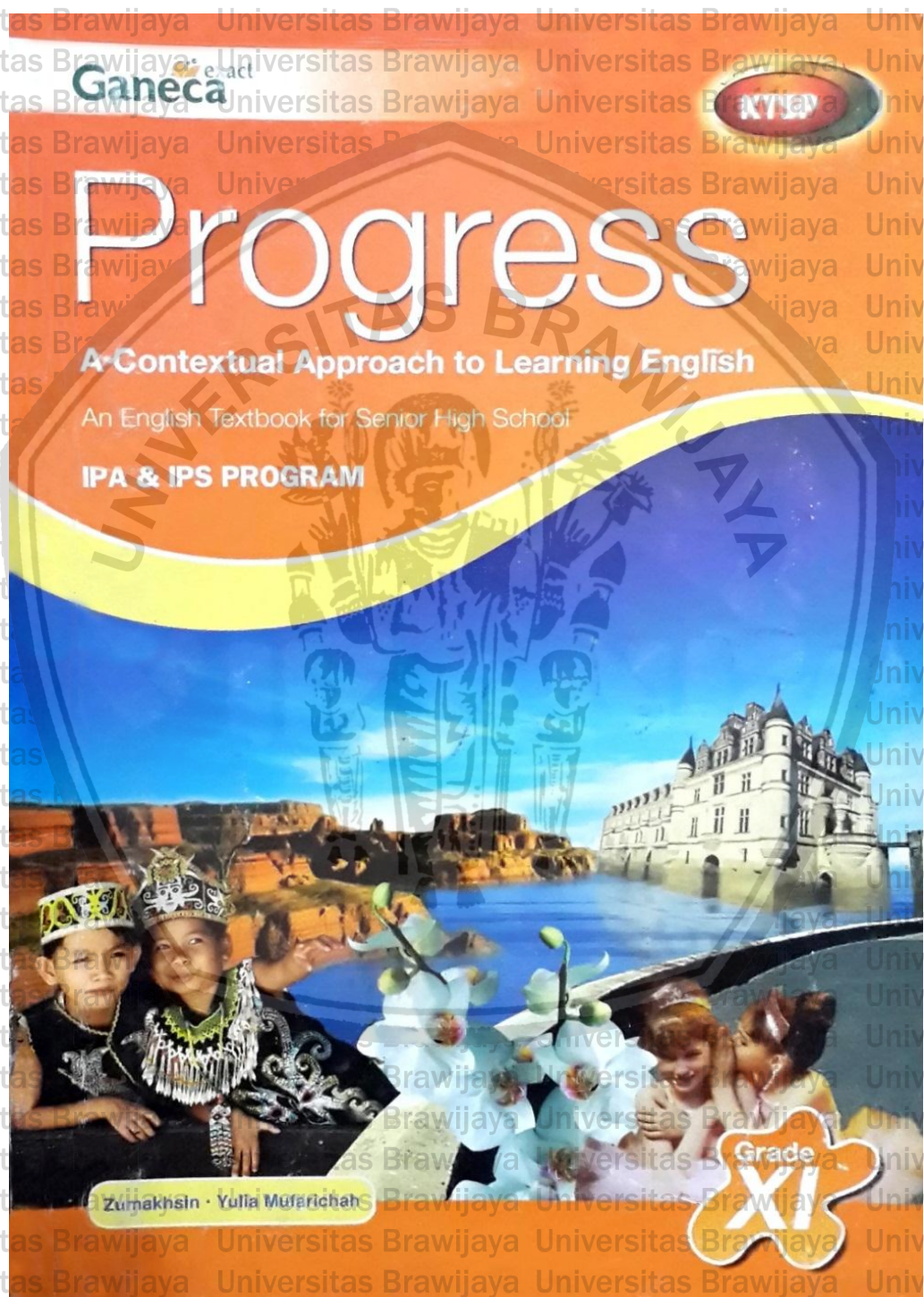
Appendix 5. Material Source (content 1)

Reading: Reading Narrative Texts

Activity 1 — *Read the following text carefully and then answer the questions.*

A Poor Widow and Her Rich Neighbour

Orientation	There was once an old widow who was very poor, so poor that she did not have clothes and anything to live properly. Sometimes she ate only once a day or even ate nothing for three days. Neither did she have relatives who would take care of her. She earned her living by collecting fire woods from the forest and sold it in the market. Next to her hut was the house of a rich man.
Complication	One day, she left for the forest for gathering fire woods. She walked 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 suddenly she heard the biggest one mumbled like a human being, "Dear 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 next.
Resolution	Some minutes later, the rain fell down from the sky. The river was full of water so that the little creatures could swim and were saved from death.
Evaluation	All her way home, she thought of the fish, of how they raised their heads to the heaven and how they had prayed for water. Then she got an idea, "If I ask for money, I may get it. I shall repeat the words of the fish."
Complication	When she arrived at home, she sat in the corner of her house, raised her head and repeated the words time after time. "God, your servant asks for money." The poor woman was convinced that God would give money as He had given the water to the fish. Her voice annoyed her neighbour. He came to her and said, "Stop your praying! Your request will not be heard. It is impossible that God comes here and give you money. You had better go to the forest to gather woods and leaves and live with that." The poor widow ignored it. She kept praying and it made her neighbour lost his patience. He took a large bag, filled it with pieces of glass and while the woman was seriously crying for money, he climbed with the bag on his shoulder up the roof of the window.
Resolution	The man wanted to make fool of her. He threw his bag on the woman. Getting hit by the bag, the woman fell unconscious. When she woke up, she opened the bag and found money in it. She was very happy. Soon, she became a rich woman in her village.

(Adapted from *More Folk Tales from Indonesia*)

Appendix 6. Material Source (cover 2)
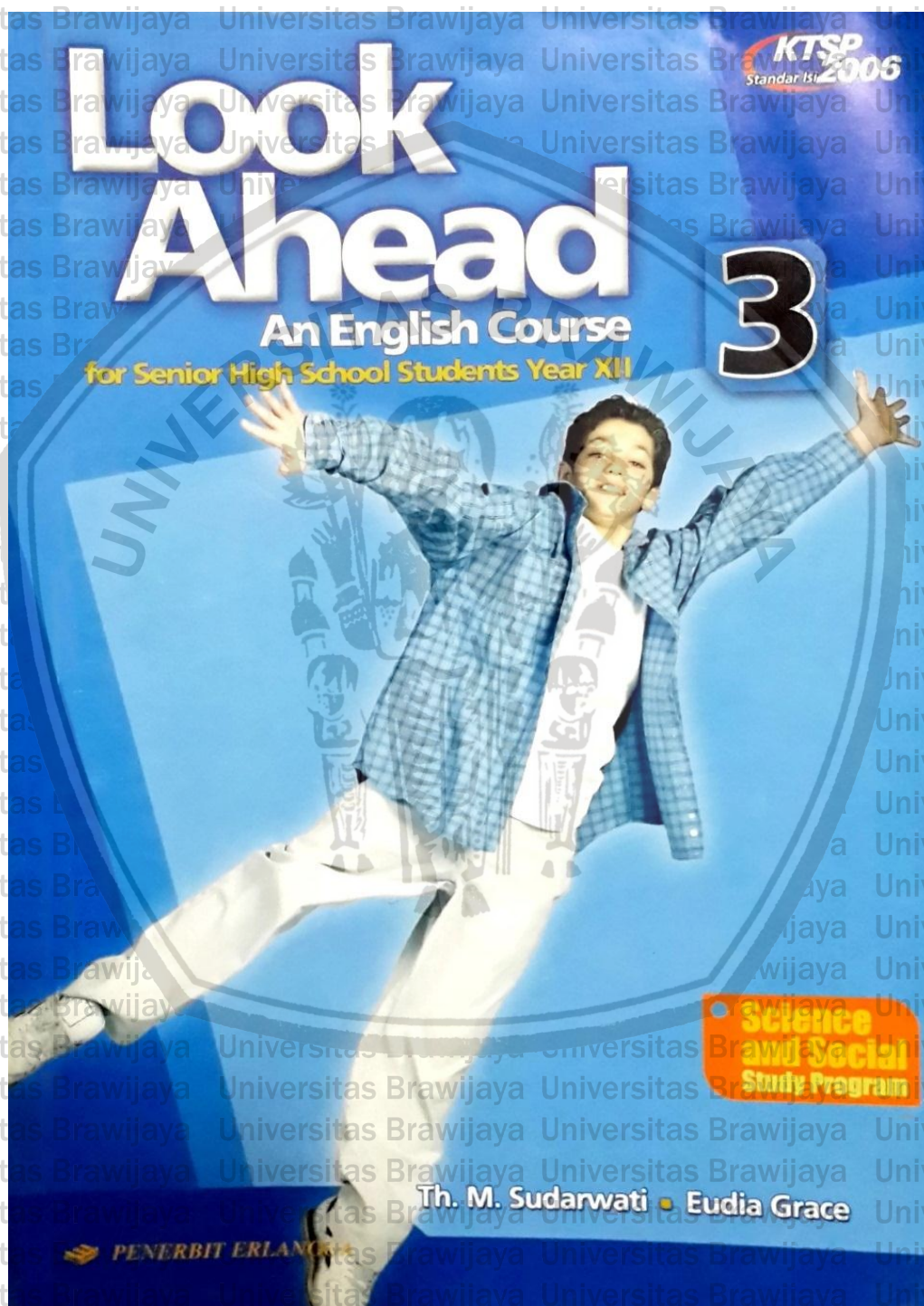
Appendix 6. Material Source (content 2)

B YOUR CHALLENGE • Read the following myth. Then, answer the questions.

Ockok the Owl and Wak the Hawk ← Title

Once upon a time, in the dreamtime, there was a little owl. His name was Ockok. There was also a little hawk. His name was Wak. Ockok and Wak were brothers. They both had the same mother but they had different fathers. Since they were young, they had lived in different countries. Ockok lived in a country that did not have much food, so he spent most of his time looking for food. ← Orientation

One day, Wak came to visit his brother and said to him, "Ockok, why don't you come and live in my country? There's plenty of food there. In my country, there is enough food for both of us."

Ockok decided to go with his brother Wak. They lived together 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 get up! Off you go! Go into the bush and look for food! There is plenty of food in the bush around here." ← Complication

Ockok went into the bush and looked for food all day. One evening, Ockok brought lots of yams back with him. Ockok said, "Look what I've got! I've got lots of yams! I found them in the bush. Let's cook them now and eat them!"

Appendix 6. Material Source (continuity content 2)

"Oh, no!" said Wak. "We can't eat those yams. Those yams are sacred to my family." Wak took the yams from Ockok and threw them away.

"Oh, sorry," said Ockok. "I didn't know. Tomorrow I'll go into the bush and look for fish rather than yams."

The next day Ockok went out again to look for food. In the evening he brought fish back with him. But Wak said, "We can't eat those fish either! Those fish are sacred to my family too." Wak took the fish from Ockok and threw them away too.

That night Ockok went to sleep without eating any dinner. In the middle of the night, while Ockok was sound asleep, Wak got up and gathered all the food that he had thrown away. He ate it all and then went back to sleep.

One day Ockok found out about this. However, he did not like to argue with Wak, so he said, "It is true that we are brothers, but, from now on, I'm going to live by myself."

Ockok left his brother and found a new place to live by himself. During the day time, Ockok went into the bush to look for food. He found a lizard. That evening he cooked the lizard and was just about to eat it when his brother, Wak, arrived. Wak said, "Don't eat that lizard, Ockok! It's a sacred lizard. Throw it away!"

"This lizard isn't sacred, Wak. It's my food. Go away and leave me alone!" said Ockok.

But Wak did not go away! Instead, he bent down and picked up a handful of sand and threw it into his brother's eyes. Then Wak grabbed the lizard from Ockok and ran into the bush to eat it.

From that time until now, Ockok, the owl, has not been able to see well. Ockok thinks that night and day are the same. That is the reason that he only goes into the bush to look for food at night. If he looks for food in the day time, Wak his brother will come and grab all his food. Today, all owls hunt for food at night. In the dreamtime, Wak, the hawk man, tried to trick his brother Ockok, the owl man.

(Adapted by: Mark Bassett from: Aboriginal Myths, by Sreten Bozic)

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Rice
¹A Poor Widow and Her Rich Neighbor

²There was once (an) old widow
who was very poor, so poor that she did
had
not have clothes and anything to live
properly. ³Sometimes she ate only once
there
a day or even ate nothing for three days.
died
⁴Neither did she have relatives who
would take care of her. ⁵She earned her living by collecting (fire) woods from forest and sold (it)
in the market. ⁶Next to her hut was (the) house of a rich man.

⁷One day, she left for the forest for gathering fire
woods. ⁸She walked alongside of a dry river. ⁹She saw a lot
love
of fish wriggling in the mud as the lacknes of water. ¹⁰She
saw about to take some of the fish for her meal when
suddenly she heard the biggest one mumbled like a human
good
being, "Dear God, send us water." ¹¹This request was repeat(ed) time after time while the fish
If
lifted its head to the heaven. ¹²The woman was wondering what would happen next.

[13]Some minutes later, the rain fell down from the sky. [14]The river was full of water so

where

that the little creatures could swim and were saved from death.

[15]All her way home, she thought of the fish, of how they raised their heads to the

The

heaven and how they had prayed for water. [16]Then she got an idea, "If I ask for money, I may

worse

get it. I shall repeat the words of the fish."

[17]When she arrived at home, she sat in the corner

of her house, raised her head and repeated the words time

after time.

Good   Seven

[18]"God, your servant asks for money." [19]The poor

woman was convinced that God would give money as He

had given the water to (the) fish.

Hear   hear   hear

[20]Her voice annoyed her neighbor. [21]He came to her and said, "Stop your praying!

If   good

Your request will not be heard. It is impossible that God comes here and give you money.

You had better go to (the) forest to gather woods and

leaves and live with that."

[22]The poor widow ignored it. [23]She kept praying

at

(and) it made her neighbor lost his patience. [24]He took a

Appendix 7. Continuity The Scoring System of Folklore Text of Student I

large bag, filled it with pieces of glass and while the woman was seriously crying for money,

^{will}

^{white}
he climbed with the bag on his shoulder up the roof of the window.

^{Here}   ^{one}
²⁵The man wanted to make fool of her. ²⁶He threw his bag on the woman. ²⁷Getting

hit by the bag, the woman fell unconscious. ²⁸When she woke up, she opened the bag and

found money in it. ²⁹She was very happy. ³⁰Soon, she became a rich woman in her village.

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Appendix 8. The Scoring System of Myth Text of Student II

[1]**Ockok the Owl and Wak the Hawk**

[2]Once upon a time, in the (dream)time, there was (a)
little owl. [3]His name was Ockok. [4]There was also a little
hawk. [5]His name (was) Wak were brothers. [6](They) both had
the same mother but they (had) different (fathers.) [7]Since they
were young, they had lived in different countries. [8]Ockok
lived (in) a country that did not have much food, so (he) spent most of his time looking for food.

[9]One day, Wak came to visit his brother
and said (to) him, "Ockok, why don't you come and
live in my country? There's plenty of food there. In
my country, there is enough for both (of) us."

[10]Ockok decided to (go) with (his) brother
Wak. [11]They lived together in Wak's country.

[12]Every morning, as the sun was (just) begin(ning)(to) shine, Wak would wake up his brother and say
"Come on! Time to get up! Off you go! Go into the bush (and) look for food! (There is plenty of)
food in the bush around here."

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Appendix 8. Continuity The Scoring System of Myth Text of Student II

[13]Ockok (went) into the bush and looked for food all day. [14]One evening, Ockok brought lots of yams back with him. [15]Ockok said, "Look what I've got! I've got (lost of) yams! (I) found (them) in the bush. Let's cook (them) now (and) eat them!"

[16]"Oh, no!" (said Wak.) [17]"We can't eat those yams. Those yams are sacred to my family."

[18]Wak took the yams from Ockok (and) threw them away.

[19]"Oh, sorry," (said Ockok.) [20](I didn't) know. Tomorrow I'll go (into) (the) bush (and) look (for) fish rather (than) yams."

[21]The next day Ockok went out again to look for food. [22]In the evening he brought fish back with him. [23]But Wak said, "We can't eat those fish either! Those fish (are) sacred to my family too." [24]Wak (took) the fish from Ockok and threw them away too.

[25]That night (Ockok) went to sleep without eating any dinner. [26](In) the middle of the night, while Ockok (was) sound asleep, Wak got up and gathered all the food that he had thrown away. [27]He ate (it) all and then went back to sleep.

[28]One day Ockok found out about this. [29]However, he did not like to argue with Wak, so he said, "It is true that we are brothers, but, from now (on,) I'm going to live by myself."
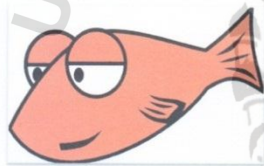
Appendix 8. Continuity The Scoring System of Myth Text of Student II

³⁰Ockok left his brother and found a new place to live by himself. ³¹During the day time, Ockok went into the bush to look for food. ³²He found a lizard. ³³That evening he cooked the lizard and was just about to eat it when his brother, Wak, arrived. We said, "Don't eat that lizard, Ockok! It's sacred lizard. Throw it away!"

³⁴"This lizard isn't sacred, Wak. It's my food. Go away and leave me alone!" said Ockok.

³⁵But Wak did not go away! ³⁶Instead, he bent down and picked up a handful of sand and threw it into his brother's eyes.

³⁷Then Wak grabbed the lizard from Ockok and ran into the bush to eat it.

³⁸From that time until now, Ockok, the owl, has not been able to see well. ³⁹Ockok thinks that night and day are the same. ⁴⁰That is the reason that he only goes into the bush to look for food at night. ⁴¹If he looks for food in the day time, Wak his brother will come and grab all his food. ⁴²Today, all owls hunt for food at night. ⁴³In the dreamtime, Wak, the hawk man, tried to trick his brother Ockok, the owl man.

Appendix 9. Table of Miscue Types of Student I (Adi)

No.	LINE	SCRIPT	MISCUE	TYPES OF MISCUE						TOTAL
				Substitut-ion	Omiss-ion	Insert-ion	Revers-al	Repetit-ion	Self-Correct-ion	
1.	line 1	a poor	poor		✓					1
2.	line 1	rich	rice	✓						1
3.	line 2	an old	old		✓					1
4.	line 2	did	had	✓						1
5.	line 3	three	there				✓			1
6.	line 4	did	died	✓						1
7.	line 5	collecting	collect		✓					1
8.	line 5	sold it	sold		✓					1
9.	line 6	the house	house		✓					1
10	line 9	lot	love	✓						1
11.	line 10	God	good	✓						1
12.	line 11	repeated	repeat		✓					1
13.	line 11	its	if	✓						1
14.	line 14	were	where	✓						1
15.	line 16	then	the	✓						1
16.	line 16	words	worse	✓						1
17.	line 18	God	good	✓						1
18.	line 18	servant	seven	✓						1
19.	line 19	the fish	fish		✓					1
20.	line 20	her	hear	✓						1
21.	line 20	her	hear	✓						1
22.	line 21	her	hear	✓						1
23.	line 21	praying	pray		✓					1
24.	line 21	it	if	✓						1
25.	line 21	God	good	✓						1
26.	line 21	the forest	forest		✓					1
27.	line 23	praying and	praying		✓					1
28.	line 23	it	at	✓						1
29.	line 24	pieces	piece		✓					1
30.	line 24	while	will	✓						1
31.	line 24	with	white	✓						1
32.	line 25	wanted	want		✓					1
33.	line 26	he	here	✓						1
34.	line 26	on	one	✓						1
35.	line 28	in it	it		✓					1
		TOTAL		21	13	-	1	-	-	35

Appendix 10. Table of Three Cueing Systems of Student I (Adi)

Miscue Analysis Form						**Date:** 12th June 2014			
Leaner's name : Adi						**Reading Level :** Intermediate (2nd Semester)			
No.	Line	Script	Miscue (Subtitutions)	Graphophonic	Semantic	Syntactic	Non-response	Correction	
1.	line 1	rich	rice	√	o	+	-	-	
2.	line 2	did	had	√	√	o	-	-	
3.	line 4	did	died	+	o	o	-	-	
4.	line 9	lot	love	√	√	o	-	-	
5.	line 10	God	good	+	o	o	-	-	
6.	line 11	its	if	√	o	o	-	-	
7.	line 14	were	where	+	o	o	-	-	
8.	line 16	then	the	+	o	o	-	-	
9.	line 16	words	worse	√	√	+	-	-	
10.	line 18	God	good	+	o	o	-	-	
11.	line 18	servant	seven	√	o	o	-	-	
12.	line 20	her	hear	+	o	o	-	-	
13.	line 20	her	hear	+	o	o	-	-	
14.	line 21	her	hear	+	√	o	-	-	
15.	line 21	it	if	√	o	o	-	-	
16.	line 21	God	good	+	o	o	-	-	
17.	line 23	it	at	√	o	o	-	-	
18.	line 24	while	will	√	o	o	-	-	
19.	line 24	with	white	o	o	o	-	-	
20.	line 26	he	here	√	o	o	-	-	
21.	line 26	on	one	+	o	o	-	-	

Note:

Sign	Graphophonic	Semantic	Syntactic	Non-response	Correction
(+)	Effective similarity	High acceptability	Strength		
(√)	Partial similarity	Partial acceptability		Exist	Exist
(o)	No/little similarity	Poor acceptability	Weakness		
(-)				Not exist	Not exist

Appendix 11. Table of Miscue Types of Student II (Arya)

No.	LINE	SCRIPT	MISCUE	TYPES OF MISCUE						TOTAL
				Subtitut-ion	Omiss-ion	Insert-ion	Revers-al	Repetit-ion	Self-Correct-ion	
1.	line 2	dreamtime	time		✓					1
2.	line 2	was a	was		✓					1
3.	line 2	little	little little					✓		1
4.	line 4	Owl	howl © owl						✓	1
5.	line 5	also	als© also						✓	1
6.	line 6	his name was	his name		✓					1
7.	line 6	they both	both		✓					1
8.	line 6	had	has	✓						1
9.	line 6	mother	brother © mother						✓	1
10.	line 6	they had	they		✓					1
11.	line 6	different fathers	different		✓					1
12.	line 7	countries	country	✓						1
13.	line 8	lived	lives	✓						1
14.	line 8	in a	a		✓					1
15.	line 8	so he	so		✓					1
16.	line 9	Wak	Wak wak					✓		1
17.	line 9	said to	Said		✓					1
18.	line 9	don't you come	do you come © do you © do you not come (mc)						✓	1
19.	line 9	there's	there is	✓						1
20.	line 9	of food there	of there © of food there						✓	1
21.	line 9	my	the	✓						1
22.	line 9	both	but	✓						1
23.	line 9	of us	us		✓					1
24.	line 10	to go	to		✓					1
25.	line 10	with his	with		✓					1
26.	line 11	lived	livened © lived						✓	1
27.	line 12	was	wasn't				✓			1
28.	line 12	just beginning	beginning		✓					1

Appendix 11. Continuity Table of Miscue Types of Student II (Arya)

No.	LINE	SCRIPT	MISCUE	Subtitution	Omission	Insertion	Reversal	Repetition	Self-Correction	TOTAL
						TYPES OF MISCUE				
29.	line 12	beginning	begin		✓					1
30.	line 12	to shine	sun		✓					1
31.	line 12	shine	sun	✓						1
32.	line 12	would	woul would						✓	1
33.	line 12	wake	woke	✓						1
34.	line 12	come on	com on come on						✓	1
35.	line 12	get	set	✓						1
36.	line 12	and look	look		✓					1
37.	line 12	look	into	✓						1
38.	line 12	for	the	✓						1
39.	line 12	there is plenty of food	but food		✓	✓				2
40.	line 13	Ockok went	Ockok		✓					1
41.	line 15	what	Why	✓						1
42.	line 15	lost of yams	yams		✓					1
43.	line 15	I found	found		✓					1
44.	line 15	found them	found		✓					1
45.	line 15	let's	the	✓						1
46.	line 15	cook them	cook		✓					1
47.	line 15	and eat	eat		✓					1
48.	line 16	"Oh, no!" said Wak	"Oh, no!"		✓					1
49.	line 17	sacred	scared					✓		1
50.	line 17	to my	my	✓						1
51.	line 18	from	for	✓						1
52.	line 18	Ockok and	Ockok		✓					1
53.	line 18	threw	they	✓						1
54.	line 18	them	these	✓						1
55.	line 19	"Oh, sorry," said Ockok	"Oh, sorry,"		✓					1
56.	line 20	I didn't	did		✓					1
57.	line 20	I'll	the	✓						1
58.	line 20	go	goes	✓						1

Appendix 11. Continuity Table of Miscue Types of Student II (Arya)

No.	LINE	SCRIPT	MISCUE	TYPES OF MISCUE						TOTAL
				Subtitut-ion	Omiss-ion	Insert-ion	Revers-al	Repetit-ion	Self-Correct-ion	
59.	line 20	into the bush	bush		✓					1
60.	line 20	and look	look		✓					1
61.	line 20	for fish	fish		✓					1
62.	line 20	rather than	than		✓					1
63.	line 21	Ockok went	Ockok was went			✓				1
64.	line 23	can't	cannot	✓						1
65.	line 23	eat	ate				✓			1
66.	line 23	those	the	✓						1
67.	line 23	fish are	fish		✓					1
68.	line 24	Wak took	Wak		✓					1
69.	line 24	from Ockok	Ockok from				✓			1
70.	line 25	Ockok went	went		✓					1
71.	line 26	in the	the		✓					1
72.	line 26	Ockok was	Ockok		✓					1
73.	line 26	all	el © all						✓	1
74.	line 27	ate it	ate		✓					1
75.	line 28	this	this owner			✓				1
76.	line 29	is	a	✓						1
77.	line 29	now on	now		✓					1
78.	line 30	and found	found		✓					1
79.	line 30	new place	place		✓					1
80.	line30	place to live by himself	place		✓					1
81.	line 31	the bush	bush		✓					1
82.	line 32	cooked	cooking	✓						1
83.	line 33	Wak, arrived. We said,	Wak, arrived		✓					1
84.	line 34	it's	is it				✓			1
85.	line 35	did	do	✓						1
86.	line 35	go away	away		✓					1
87.	line 36	and threw it	and		✓					1
88.	line 38	well	will	✓						1

Appendix 11. Continuity Table of Miscue Types of Student II (Arya)

| No. | LINE | SCRIPT | MISCUE | TYPES OF MISCUE | | | | | | TOTAL |
				Subtitut-ion	Omiss-ion	Insert-ion	Revers-al	Repetit-ion	Self-Correct-ion	
89.	line 39	day are	day		✓					1
90.	line 40	that is the reason	the reason		✓					
91.	line 40	to look	into (mc) in look	✓					✓	2
92.	line 43	in the dreamtime, Wak,	Wak		✓					1
		TOTAL		**25**	**49**	**4**	**4**	**2**	**10**	**94**

Appendix 12. Table of Three Cueing Systems of Student II (Arya)

Miscue Analysis Form						Date: 12th June 2014		
Leaner's name : Arya						Reading Level : Intermediate (2nd Semester)		
No.	Line	Script	Miscue (Subtitutions)	Graphophonic	Semantic	Syntactic	Non-response	Correction
1.	line 6	had	has	+	+	+	-	-
2.	line 7	countries	country	+	+	+	-	-
3.	line 8	lived	lives	+	+	+	-	-
4.	line 9	there's	there is	+	+	+	-	-
5.	line 9	my	the	o	+	+	-	-
6.	line 9	both	but	o	o	o	-	-
7.	line 12	shine	sun	o	o	+	-	-
8.	line 12	wake	woke	+	+	+	-	-
9.	line 12	get	set	+	√	+	-	-
10.	line 12	look	into	o	o	o	-	-
11.	line 12	for	the	o	√	o	-	-
12.	line 15	what	why	o	o	+	-	-
13.	line 15	let's	the	o	o	o	-	-
14.	line 18	from	for	o	√	+	-	-
15.	line 18	threw	they	o	o	o	-	-
16.	line 18	them	these	√	√	+	-	-
17.	line 20	I'll	the	o	o	o	-	-
18.	line 20	go	goes	+	+	+	-	-
19.	line 23	can't	cannot	+	+	+	-	-
20.	line 23	those	the	o	+	+	-	-
21.	line 29	is	a	o	√	o	-	-
22.	line 32	cooked	cooking	+	+	+	-	-
23.	line 35	did	do	o	+	+	-	-
24.	line 38	well	will	+	√	+	-	-
25.	line 40	In	into	√	+	+	-	-

Note:

Sign	Graphophonic	Semantic	Syntactic	Non-response	Correction
(+)	Effective similarity	High acceptability	Strength		
(√)	Partial similarity	Partial acceptability		Exist	Exist
(o)	No/little similarity	Poor acceptability	Weakness		
(-)				Not exist	Not exist

Appendix 13. Berita Acara Bimbingan Skripsi

KEMENTRIAN PENDIDIKAN NASIONAL
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA

Jalan Mayjen Haryono No. 169 Malang 65145
Telp. (0341) 551611 Pos.309 Telex. No. 31873 Fax. (0341) 565420
Telp.(0341) 575822 (direct)   Fax. (0341) 575822 (direct)
Email: fib_ub@brawijaya_ac.id http://www.fib.brawijaya.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama   : Virandha Dea Ayu Astiwidya
2. NIM   : 105110107111021
3. Program Studi   : Sastra Inggris
4. Topik Skripsi   : Psycholinguistics
5. Judul Skripsi   : English Reading Miscue Analysis on
                                   Autistic Spectrum Disorder (ASD)
                                   Students at the Inclusive School Galuh
                                   Handayani Surabaya: A Case Study
6. Tanggal Mengajukan   : 06 Maret 2014
7. Tanggal Selesai Revisi   : 13 Agustus 2014
8. Nama Pembimbing   : I. Dra. Ismarita Ida R, M.Pd
                                   II. Fatimah, M.Appl.Ling.
9. Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1.	06 Maret 2014	Persetujuan judul skripsi	Pembimbing I	
2.	07 Maret 2014	Persetujuan judul skripsi	Pembimbing II	
3.	17 Maret 2014	Pengajuan Bab I	Pembimbing I	
4.	21 Maret 2014	Konsultasi Bab I	Pembimbing I	
5.	28 Maret 2014	Pengajuan Bab I, II, dan III	Pembimbing I	
6.	2 April 2014	Konsultasi Bab I, II, dan III	Pembimbing I	
7.	4 April 2014	Revisi Bab I, II, dan II	Pembimbing I	
8.	8 April 2014	Pengajuan Bab I, II, dan III	Pembimbing II	
9.	11 April 2014	Revisi Bab I, II, dan III	Pembimbing II	

10.	14 April 2014	Konsultasi Bab I, II, dan III	Pembimbing I	
11.	16 April 2014	Revisi Bab I, II,dan III	Pembimbing I	
12.	18 April 2014	Konsultasi Bab I, II, dan III	Pembimbing II	
13.	21 April 2014	Revisi Bab I, II, dan III	Pembimbing I	
14.	24 April 2014	ACC Seminar Proposal	Pembimbing I	
15.	25 April 2014	ACC Seminar Proposal	Pembimbing II	
16.	27 April 2014	Seminar Proposal	Pembimbing I	
17	27 April 2014	Seminar Proposal	Pembimbing II	
18.	01 Juni 2014	Pengajuan Bab IV	Pembimbing I	
19.	11 Juni 2014	Konsultasi Bab IV-V	Pembimbing I	
20.	16 Juni 2014	Revisi Bab I – V	Pembimbing II	
21.	19 Juni 2014	Konsultasi Bab I-V	Pembimbing I	
22.	23 Juni 2014	Revisi Bab I-V	Pembimbing I	
23.	27 Juni 2014	Konsultasi Bab I-V	Pembimbing II	
24.	29 Juni 2014	Revisi Bab I-V	Pembimbing II	
25.	30 Juli 2014	Konsultasi Bab I-V	Pembimbing I	
26	1 Juli 2014	Konsultasi Bab I-V	Pembimbing II	
27.	3 Juli 2014	ACC Seminar Hasil	Pembimbing I	
28.	4 Juli 2014	ACC Seminar Hasil	Pembimbing II	
29.	10 Juli 2014	Seminar Hasil	Pembimbing I	
30.	10 Juli 2014	Seminar Hasil	Pembimbing II	
31.	17 Juli 2014	Revisi setelah Seminar Hasil	Pembimbing I	
32.	21 Juli 2014	Revisi setelah Seminar Hasil	Pembimbing II	
33.	22 Juli 2014	ACC Ujian Skripsi	Pembimbing I	
34.	24 Juli 2014	ACC Ujian Skripsi	Pembimbing II	
35.	06 Agustus 2014	Ujian Skripsi	Pembimbing I	
36.	06 Agustus 2014	Ujian Skripsi	Pembimbing II	
37.	12 Agustus 2014	Revisi setelah Ujian	Pembimbing I	
38.	12 Agustus 2014	Revisi setelah Ujian	Pembimbing II	

39.	13 Agustus 2014	ACC jilid Skripsi	Pembimbing I	
40.	13 Agustus 2014	ACC jilid Skripsi	Pembimbing II	

10. Telah dievaluasi dan diuji dengan nilai:

Malang, 13 Agustus 2014

Dosen Pembimbing I   Dosen Pembimbing II

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