

CHAPTER I

INTRODUCTION

This chapter presents about the researcher's study in brief. It describes background of the study, statement of the research, objective of the study, significance of the research, scope and limitation, and definition of key terms.

A. Background of The Study

There is teaching and learning activity in Minggiran village that called as study club. The activity consists of junior high school students. The students not only learn English but also another subjects of their study. The students are so intersted in learning English. One day, there was small talk. A student named Dinda asked, " Will our English be useful for our life ? I want to be master at English but I am ashamed of doing mistake when I want to use English ". Then another students named Olga said, " We can have a good job if we have ability in English. But, will we realy be accepted easily in applying a job if we have ability in English ? ". Another student named Sheny said, " We are still as student. To read in English we still have many mistakes. Do not think about a job ! ".

The students have learnt English in general but they do not have enough confidence in English yet and they have not realized what English is for. The students also have probem in reading. It seems that the students want to have useful English and they can feel so. They should have an ability or talent related to English. There are some types of talents such as drawing,

photography, reading, singing, storytelling, teaching, writing, etc (Daware, 2018). One of those types of talents is possible to be mastered by the students.

Thus, a community is needed in order to develop a talent . Because, a community provides a living entity that can give a real teaching. It leads community members through specific circumstance and brings into powerful understanding (Eder, 2010). As stated in Cambridge Dictionary, the definition of community is the people living in one particular area or people who are considered as a unit because of their common interests. Hence, people who are gathered in a community have to be in one curiosity. In this case, there are some similarities of the students. One of their hobby is reading English story. They always read English story book when they are studying together. The students also want to feel that English is worthy to be learnt. As such, storytelling community is accordant community for them. Because, storytelling is often to be as English competition. It can be as part-time job also. There are many events which need a storyteller especially an event for children. They can learn intensively about storytelling and how to be a good storyteller within storytelling community.

Storytelling has a power to enhance four English skills. Those are reading, writing, listening, and speaking (Heaven, 2000). It is good if storytelling is applied to enhance English proficiency for the students who still have problem in English especially reading. There are two strategies in storytelling. Those are reading aloud strategy and telling strategy (Wright, 1997). Storyteller has to have good confidence when he or she is telling. In

order to build the students' confidence, reading aloud is the exact strategy for the first step in the students' storytelling activity. Reading aloud strategy will give benefits for the students. This statement is in line with the previous study that was conducted by Titien Indriati. In her research under the title "Reading Aloud Activity in ESP Class in the Perspectives of Students" shows that there are many advantages of reading aloud. It could build up students' selfconfidence, improving pronunciation, also by reading aloud students could manage pace and intonation in their reading (Indriati, 2018).

The current research is inspired from a research about investigating teachers' obstacles in preparing students for storytelling competition. The research entitled "The Obstacles Faced by The English Teacher in Assisting Students to Win Storytelling Contest at Methodist Senior High School, Banda Aceh" concluded that the most common problems in preparing the students' for storytelling contest were lack of time, lack of vocabulary and pronunciation, psychological varsity, lack of motivation, lack of reference and lack of discipline (Syahputra, Usman, & Daud, 2018). Hence, giving enough preparation and references are very crucial.

Therefore, miscue analysis is way to have a good preparation in teaching and coaching storytelling community. Because miscue analysis is diagnostic tool for teacher to be more capable of assisting students who got difficulty of their oral reading. The previous study entitled "The Effect of Miscue Analysis and Interactive Compensatory Model on Improving Students Inferential Reding Comprehension" proves that the application of miscue

analysis is the most effective model of reading. It can improve the students' inferential reading comprehension of teaching and learning programmes for the students (Harahap, 2016). Miscue analysis can be analysed by using theory. Previous study entitled "Miscue Analysis in Reading Aloud by Indonesian English Foreign Learner" shows that the learners can have good pronunciation because their dialect can be corrected within their reading. From that research, the teacher can get view for teaching and learning program that is teaching pronunciation. The research used Hofman and Baker's theory that provides seven types of miscues. Those are insertion, omission, hesitation, substitution, mispronunciation, calls for help, and repetition. The research also used one more feature of miscues taken from Allen's theory that is self correction (Arisandi and Wachyudi, 2017). The other study shows strength and weakness of the readers that gains teacher to decide appropriate teaching and learning subject. The title of the research is "Miscue Analysis: A Glimpse into the Reading Process". It helps the students to be more confident reader. The research used Yetta M. Goodman, Dorothy J. Watson, and Carolyn L. Burke's theory (2005) that allow analysing of other miscues related to the reading (Gopal, and Ton, 2018). Hence, the theory is suitable to be applied into the current research. Though, the fit strategy of storytelling is reading aloud strategy.

Accordingly, conducting research to get a view for suitable teaching and learning activity in order to build the students' confidence in English is

urgent. This research would be entitled **Miscue Analysis on Reading Aloud Storytelling**.

B. Statement of The Research

Based on the background of the research, the problems can be formulated as follows:

1. What are the storytellers' miscues on reading aloud storytelling ?
2. What are the factors of miscues occurrences ?

C. Objective of The Study

Based on the reseach questions, the purpose of the research can be drawn as follows:

1. To describe the storytellers' miscues in storytelling activity by using reading aloud strategy.
2. To describe the factors of miscues occurrences.

D. The Significance of The Research

The result of this research can be useful in some cases as follow:

1. The research will be useful for the students to solve their problems in English such as the students's selfconfident in practicing English especially reading.
2. The students will feel that English is useful because they are prepared to have talent that related to English that is storytelling which can be competed and as part time job.
3. The research will be useful for readers of this study to increase more knowledge about miscue analysis.

4. This research is hoped to be able to be used as reference and to give information for other researchers who want to do research related to reading analysis.
5. For other people who have same activity in storytelling, this research will be useful as the reference to measure students' accuracy in reading aloud strategy.
6. For the researcher herself, the result of this research will be useful to give further treatment that suitable with the students in order to coach them as storyteller.

E. Scope and Limitation

The focus of this study is analysing miscues of the storytellers of *Kodong Armi* community in storytelling activity by using reading aloud strategy. There are six miscues that are analysed. Those are substitution, insertion, omission, repetition, correction, and hesitation. Yetta M. Goodman, Dorothy J. Watson, and Carolyn L. Burke's theory (2005) are used to analyse the miscues.

F. Definition of Key Terms

1. Miscue Analysis

A good reader cannot be escaped from miscues. Miscues is not only about errors but also it is about strengths in reading process (Goodman, 1969). Ken Goodman defines that miscue analysis has a strength as powerful tool to give teacher and students a "*window on the reading process*" (Moore, and Seeger, 2010).

2. Reading Aloud Storytelling

An interactive performance with art is called as storytelling. Audience should be able to imagine what a storyteller is telling. To convey message of a story, the storyteller has to demonstrate the story with visual demonstration. Because, some of human brains can be more comprehensive with visualization than vocalization (Syahputra, Usman, and Daud, 2018). Reading aloud storytelling serves high visual demonstration because a storyteller shows picture of a story book much while reading its story (Wright, 1997).