

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents theories that underline the study. The theories cover about miscue, miscue analysis, storytelling, community language learning (CLL), *Kodong Armi*, and previous studies.

#### A. Miscue

Miscue is continuous extent of readers' responses that those are not expected and exist when they are reading. Readers may say words that are not written in a text. They may have reaction that it does not change meaning of text, even it is possible to change the meaning of the text significantly. Miscue is not the same as error because there is no miscue that does not convey a meaning. Each response shows the readers' interpretation about the text and language comprehension. The reader brings his prior knowledge into his reading process to interpret passage of text. Miscue is related to something that it is already done. Therefore, people interpret what they see seems as what they have seen. For instance, someone was driving home after time of lunch because he worked one day a long. Then, he stopped of passing train and see "Chesapeake" was drawn on the side of the train but he said it as "cheesecake". He did miscue because of his hunger (Moore, and Seeger, 2010).

#### B. Miscue Analysis

##### 1. Definition of Miscue Analysis

Teacher should have plan for further teaching reading based on

informations of students' need. To get the informations, miscue analysis can be used to know readers' strengths and needs. Because, miscue analysis is a technique that used as diagnostic assessment in reading process. By using miscue analysis, teacher or researcher is possible to do a deep inspection about readers' discernment (Brownee, 1998). This technique can be used to identify reading problems through some steps. First is getting readers to read aloud a text. Second is recording the readers when they are reading. Third is documenting. Afterward, researcher analyzes miscue of the text. Text that is used to analyse the miscue should be new for the reader and suitable with the reader (Arisandi and Wachyudi, 2017) . In miscue analysis, researcher can evaluate to predict reading material needs, enrich understanding within the reading process, also decide further suitable treatment for the readers (Guzzetti, 2002). In analysing occurrences of miscues, researcher has to use coding system to categorise miscue. The coding system that often used to code miscue is coding system from Argyle (1989). The coding system uses some signs to code miscues. Omission is signed with oval shape around an omitted word or phrase. Insertion is only signed with (^) symbol between an inserted word or phrase. Hesitation is signed with italic symbol between words where a reader pauses his reading. A researcher has to bolds a word and write substitution on a written word or phrase. Double underline is put under a word or phrase if a reader repeats his reading. Replacing word or phrase is put on printed words if a reader corrects his reading. The previous studies conducted by Gopal and Ton (2018), and Arisandi and Wachyudi

(2017) were also used this coding system. This coding system is good to be applied in a research. The following are the patterns of the coding system:

**Table 2.1: Coding System by Argyle (1989)**

Omission	The <u>old</u> tree
Insertion	The old ^ tree
Hesitation	The / old / tree
Substitution	<i>Dray</i> The old <b>tree</b>
Repetition	The old <u>tree</u>
Correction	<i>Tray</i> The old tree

## 2. Miscue Analysis Theory

Miscue analysis theory was developed by Kenneth Goodman (1969). He did study about students' reading. He stated that reading is meaning-making literacy event. The theory was developed by Yetta M. Goodman et.al (2005) as tool to evaluate readers' act when they try to build meaning of texts (Moore, and Seeger, 2010).

Yetta M. Goodman, Dorothy J. Watson, and Carolyn L. Burke's theory (2005) stated that there are six components in miscue analysis. Those are substitution, insertion, omission, repetition, correction, and hesitation. Substitution miscue occurs if a reader substitutes printed words or phrases to incorrect words or phrases. If reader reads words that are not put in the passage means that the reader does insertion miscue. Different with omission miscue, it happens if reader omits words that are stated in the passage when

she or he is reading. Repetition occurs if reader reads words or phrases more than once. While correction is about correcting and replacing printed words. The other miscue is hesitation that happens if reader pauses to read the next words. This theory can show reader's strength and weakness in reading. It can be known from miscues that produced by the reader. Miscues that do not change meaning semantically, syntactically, or grapho-phonically indicate reader's strength and vice versa. This theory allows exploration of other miscues that possible to be produced by the reader (Gopal, and Ton, 2018).

Miscue analysis theory was also formed by Hoffman and Bakker (1981). They put seven types of miscues. Those are insertion, omission, hesitation, substitution, mispronunciation, calls for help, and repetition. Insertion is unwritten word or phrase that occurs when reader is reading a text. Omission is a written word or phrase that is not read by a reader. Hesitation is pause that is done by a reader when he attempts to read next word of a text. Substitution occurs if a reader substitutes printed word in reading. Mispronunciation occurs if a reader read a written word incorrectly. Calls for help occurs if a reader asks to someone around when he is getting doubt within reading. repetition occurs if a reader reread word or phrase of a text (Arisandi and Wachyudi, 2017). The definition of insertion, omission, hesitation, substitution, and repetition are similar with the definition of the types of miscues in the theory that formed by Yetta M. Goodman et.al (2005). However calls for help and mispronunciation miscues are not stated in the theory of Yetta M. Goodman et.al (2005). The definition of substitution and

mispronunciation miscues in Hoffman and Bakker's theory (1981) is similar. It could make complicated categorization. The miscue analysis theory from Yetta M. Goodman et.al (2005) is more flexible with clear definition. Although there is only 6 types of miscues, it allows other type of miscues to bring into a research if a miscue is excluded of the 6 types.

### **C. Storytelling**

#### **1. Definition of Storytelling**

Storytelling can be defined as human experience that serve people relay orally about aspects of themselves, world, about real situation or imaginary. Storytelling is part of human life as breath and circulation of blood (Drury, and Alterio, 2003). Storytelling is not only about telling a story as when someone is sitting in kitchen then he tells about his family or about traffic in that day. Storytelling is the art of using language, vocalization, physical movement and gesture to bring up elements of images. The integration between words that are said and how the words are said is conscious, in order that the story sounds real, natural, and evoking audience's interest (Heaven, 2000).

Storytelling has emotional aspect that serves educators to draw emotional realities of students' life. It is the mode of inquiry because storytelling implies cooperative activity that comprehends wide perspectives and has qualitative focus. The aim of storytelling is to store, code, and validate view of previous event (Drury, and Alterio, 2003). Storytelling can be learned by teachers and children. They will get many advantages of

storytelling. Children will always have motivation because they need stories that they intend to listen or read story in a right time. Storytelling can help children and adult to be fluent in English. Because, in storytelling activity a storyteller probably will have exercising of listening, reading, speaking, and also writing skill. Storytelling can make people have language awareness. They can build language reservoir such as when they have to move a language item into their productive utterance at a time (Wright, 1997).

## 2. Strategies of Storytelling

Storytellers always try to connect both of context of a story and human experience. Storytellers that tends to have surface level are possible to use some linking of ideas. The storytellers always think about how to do storytelling to be in order (Drury, and Alterio, 2003). There are two strategies in storytelling. Those are reading aloud and telling strategy.

The good points of reading aloud strategy are storyteller do not need to learn the story, storytellers do not have to worry about making mistake in English, pictures in the book can help children's understanding, by using this strategy we can demonstrate that books are a source of interesting ideas and so encourages reading. Whereas the lacks of reading aloud strategy are storytellers must be careful in reading the text to be in order because written texts are usually very precise, economical, and unrepentive. Further, the storyteller can be buried with the book and forget the listeners.

Not only reading aloud strategy but also telling strategy has good points and lacks. The good points of telling strategy are we can give audience

about something very personal out from a book, we can repeat what we said, we can see the audience along, we can use gesture effectively, also we can use language that the audience know. On the contrary, the lacks of this strategy are we must know and learn the story deeply, also probability of making mistakes in English is bigger than using reading aloud strategy (Wright, 1997).

For begginer storyteller is better to use reading aloud strategy moreover for English learners who still have problem in reading aloud. It is useful to increase their views and build English skills. A teacher also can measure students' ability in their reading aloud. The statement are in line with some statements in some researches. Reading aloud strategy has power in mastering English (Rasaki, Ikhsan, & Pratiwi, 2018). Reading aloud can assist students to achieve their skills and abilities as well as their learning process of English (Omar, and Saufi, 2015). Reading aloud storytelling has been proposed also as appropriate instructional practice for EFL learners (Novianti, and Abdurahman, 2019). Teacher can measure students' reading ability in their oral reading from their reading accuracy, pronunciation, fluency, comprehension and understanding of punctuation. The students's reading skill can be observed in decoding, prosody (tone and expression), and fluency also (Caffrey, 2019).

#### **D. Community Language Learning**

Community Language Learning (also called Counseling Language Learning) was created by Charles A Curran. He is professor of psychological.

Community Language Learning (CLL) is inspired from counseling learning. Therefore, it is Counseling-Learning educational that can be applied to language learning. CLL aims to dismiss anxiety in learning by transforming the relationship between the teacher and student. Language learners never feel alone because this community allows language learners to engage in free conversation with the counselor (teacher) or with other learners within the community. They may have discussion about what they learned. CLL puts language learners as the whole persons. Their emotion and feeling are balanced and addressed (Saepuloh, 2017). Storytelling community can be put as CLL as such. The community allows learners to learn English happily based on their interest.

According to Stevick, there are five principles of CLL. First, language is behavior of learners. The learners can talk about their interest and things they have been experienced before. Second, language learners can learn a new circumstance fastly if they are not interrupted. The learners must get many opportunities to practice their language knowledge. Third, counselor (teacher) should assist the learners in using their language. Fourth, counselor maintains useful behaviour to assist the learners by using three suggested aspects. Those are giving more chance for the learners to talk much, advancing language productivity of the learners, giving counselling and evaluation. Fifth, in preparing materials, teacher has to choose the easiest way for learners and teacher to get success (Syahyuri, 2017).



### **E. *Kodong Armi***

*Kodong Armi* is the acronym of *Komunitas Dongeng Arek Minggiran*.

It is storytelling community that will be formed to facilitate the eight grade of junior high school students who have been gathered in teaching and learning activity that called as study club and have same hobby that is reading English story. This community circumstances the students to explore their hobby and allows other youths that intend to be a storyteller to join in the storytelling community. The coach of this community is the associated member of storytelling community of Surabaya. Storytelling community of *Kodong Armi* is located in sub-district of Papar, part of Kediri regency exactly Minggiran village.

### **F. Previous Studies**

The first study was conducted by Harahap (2016) with the title is “The Effect of Miscue Analysis and Interactive Compensatory Model on Improving Students Inferential Reding Comprehension”. Purpose of the research is to investigate students’ achievement in inferential reading comprehension through miscue analysis and interactive compensatory model. The result shows that miscue analysis is the most effective method that affects students’ inferential reading comprehension.

The second study entitled “Miscue Analysis in Reading Aloud by Indonesian English Foreign Learner” was conducted by Arisandi and Wachyudi (2017). The aim of the study is to investigate miscues produced by the learners in order to check their reading comprehension. To analys

miscues, the research used Hoffman and Baker's theory also Allen's theory to complete the analysis. The result indicates that the learners can have good pronunciation. There are 7 miscues occurred. Those are mispronunciation, insertion, omission, calls for help, hesitation, repetition, and self correction. Their reading speed affects their reading comprehension.

The third study is the research to analyze student's ability in reading prose using miscue analysis. It was conducted by Gopal and Ton (2018) with the title "Miscue Analysis: A Glimpse into the Reading Process". The research used Yetta M. Goodman, Dorothy J. Watson, and Carolyn L. Burke's theory (2005). The study reveals that substitution, insertion, omission, repetition, hesitation, and inversion are the students' miscues. Percentage of strength is greater than percentage of weakness. The students' reading behaviour influences their language cueing system within their reading. The research states that miscue analysis helps students to be more confident reader.