CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Languange is a set of rules used by human as a tool of communication or a system of communication consisting of sound, words, and grammar. The function of language is a tool of communication in written as well as in spoken communication. People cannot communicate well without language and cannot understand each other. People having a good language skill are those who can apply the rules of their language in transferring information in their communication effectively. There are some languages that is used in the world, one of them is English.

English is one of international language that almost all the countries used nowdays. English is known as a foreign language or second language that plays an important part especially in academic purposes. Indonesia is one of the countries which are aware of importances of English on its educational affairs. Indonesia puts English as one required subjects that students should pass national examination. As result, a lot of schools in Indonesia put a serious attention on English. At present, it is considered that English has an important role in teaching and learning process in Indonesia.

Teaching English in Indonesia starts from playground (kindergarten), primary school, junior high school, senior high school up to university level. The English curriculum in primary school until Senior High School using Kurikulum Tingkat Satuan Pendidikan (KTSP). There are four languages skill in teaching English, they are: speaking, listening, writing and reading.

Teaching reading is the basic one in learning English process. It is an interactive process that goes on between the reader and the text. It also greatly contributes in forming the communication and informative society. In teaching reading, the teacher must be creative in choosing good approaches. Teacher should introduce the humor stories as an alternative way to give variation to the students in teaching and learning process. The overall goal of teaching reading is not to remember the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to the background knowledge as appropriate. As the purpose of teaching reading is to comprehend the nations in the materials, meanwhile, without comprehension, reading is useless and meaningless. So, the most basic purpose for teaching reading is the students are able to analyze the text and be able to get the meaning from the text.

Based on the writer's experience when doing Teaching Training Programe (PPL) at SMP Negeri 14 Medan in 2015, the writer found that most of students had problem in reading comprehension. Most of students could not understand about reading comprehension. The students could read English word and sentence in text, but they just read it without trying to understand the content of the text they have read. The students seem unable to interprate the text accurately. When the teacher asked a students to read a text, another students would make a noise in their seat without listen to their friend. That is the students' problem in the process of reading. The writer also saw the way of teacher in teaching reading to the students, the teacher taught reading skill by giving a topic and read it, translated word by word, asked the students to look up the meaning of new words in the dictionary, and gave written task. Even worst, the teacher just use Indonesian language to teach the students.

There are kinds of strategies in teaching reading comprehension of students such as: Pyramiding, QAR (Question-Answer Relationship), Read Aloud, Reading Place, Repeated Reading, ReQuest, and RMA (Retrospective Miscue Analysis). One of the strategies to be focused is RMA (Retrospective Miscue Analysis).

Theurer (2002) describes RMA as:

readers listening to audio recordings of their own oral readings and, with the help of a researcher, discussing to what degree their miscues are syntactically and semantically similar to the printed text and to what extent they affected comprehension. RMA combines the power of personal interaction with constructing knowledge in a social context.

Based on the explanation above, the writer would like to conduct a study entitled "The Effect of Retrospective Miscue Analysis on reading comprehension of second grade students of SMP N 1 Raya".

1.2 The Problem of the Study

Based on the background and the characteristics of problem that has been mentioned above, the writer formulates the problem of this study as the following "Does Retrospective Miscue Analysis significantly affect on reading comprehension of second grade students of SMP N 1 Raya?"

1.3 The Objective of the Study

The objective of the study is to find out whether or not Retrospective Miscue Analysis significantly affects on reading comprehension of second grade students of SMP N 1 Raya.

1.4 The Scope of the Study

There are many strategies that can used in teaching reading comprehension. The writer limit the study only in teaching Retrospective Miscue Analysis on second grade students of SMP N 1 Raya. According to Moore and Seeger (2010) stated that "Retrospective Miscue Analysis (RMA) is an extension of miscue analysis that involves readers in discussing their oral reading and retelling miscues with teachers and/or other classmates."

1.5 The Significances of the Study

The findings of this study are expected to be theoretically and practically and relevant for some matters.

1. Theoretically

 1) The finding of the study is expected to be useful for addition information in teaching reading comprehension.

2. Practically

The finding of the study is expected to be useful for:

 1) The writer, she understands that Retrospective Miscue Analysis is useful and gets experience during doing research and it can motivate her teaching ability in reading comprehension.

 2) English Department students, to enrich their knowledge about teaching learning process and to use Retrospective Miscue Analysis as references in reading comprehension.

3) The English teachers, can implement Retrospective Miscue Analysis to improve their professional and improve the quality of teaching and learning process in the school.

4) The other researchers to help them accomplish their research related to Retrospective Miscue Analysis

1.6 Hypothesis

Ha : Retrospective Miscue Analysis significantly affects on reading comprehension of second grade students of SMP N 1 Raya.

Ho : Retrospective Miscue Analysis significantly does not affect on reading comprehension of second grade students of SMP N 1 Raya.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This research is planned to find out the effect of Retrospective Miscue Analysis on reading comprehension. In conducting this research, the writer will explain the related material to this study in order to strengthen this study. The theories which use in this context are aimed to give clear concept how to reach the goals of the research. It is very important to discuss and clarify the concept and theories, so that readers can get point clearly. Theoretical framework of this research is present and discuss as the following:

2.2 Language

Language is a tool of communication used by human for sake of communication one each other. Without language, it is impossible for human to communicate one each other. Oxford advanced learner dictionary sixth edition (2003:752) stated that "Language is the system of communication in speech and writing that is used by people of a particular country". Algeo (2005: 2) states that "A language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail… those terms are systems, signs, vocal, conventional, human, communicate".

They can be concluded that language is a system of communication in sounds and symbols or speech and writing which used by human as a tool of communication to other people. It means that language has an important role for human in communication to another people.

2.3 English

English is an international language that is used by many country in this world as tool of communication with people that come from different country. According to Harmer (2003:1), "English seems to be one of main languages of international communication, and even people who are not speakers of English often know words in English".

> English has always been and continues to be something of a political football, and as such it is a subject fraught with social, national, religious, philosophical and political ideology. Every day the subject is developing and mutating, taking on new words, new media and associated methods of textual production and reception, shaping itself to new social and political forces, stretching to incorporate new works of literature and cinema. (Green 2011:6)

Based on explanations above, the writer concludes that English is one of main languages of international communication used by human and has a role in many aspects as a subject such as social, national, religious, philosophical and political ideology and everyday it is developing. So, English is an international language that has an important role for human for different country to communicate and it is also has essensial thing in many aspects in this world.

2.4 Reading

Reading is one of the most important skills in language skill besides listening, speaking, and writing. David Nunan (2003:68) stated that "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning." According to Johnson (2008:3), "Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place."

In conclusion, Reading is a fluent process of readers to practice of using text in creating or building meaning trough their own background knowledge and combining information.

2.4.1 Teaching Reading

Teaching reading is a big challenge for a teacher. It seems difficult to teach because it needs deep understanding, that is why in teaching reading the teacher must think creatively in choosing the best approach to teach reading so that the students interest learning reading and they can understand the content of a text which is given by the teacher. The aim of students learning reading, they have to know basic competence and achievement indicators in reading. Students can read continuous story, students can identify main ideas, supporting ideas, and detailed information of the text, and students can identify and use the tense. So, to make the students enjoy learning reading, teacher have to know how to create a good reading condition. According to Johnson (2008:11) there are some steps to create good reading conditions:

1. Help children fall in love with books

   Reading is a pleasurable act. There are wonderful stories and interesting characters found in books. It can be experience magic, adventure, romance, moral dilemmas, comedy, tragedy, triumph, failure, or success. A teacher's or tutor's number one job is to help students fall in love with books.

2. Create a space every day for sustained, silent reading

   providing ten to sixty minutes of silent uninterrupted reading time is one of the best things you can do for students of all ages.

3. Allow children to make choices about their reading material

   Choice is important in helping readers grow. Reading is more pleasurable when we are able to make choices about what we read.

4. Connect reading pleasure to reading practice

A simple behaviorist principle is that if we find something to be enjoyable (a positive reinforcement), we are more likely to do that thing again.

5. Keep your reading program simple

The three most effective literacy instructional devices ever invented are very simple things: good books, paper with lines on it, and pencils. The only other thing to add to this list is a teacher who understands children, learning, and literacy.

6. Keep instruction simple

Good teachers make things seem as simple as possible. In this way they are like gymnasts. Gymnasts are able to perform complicated moves and make them look simple.

7. Make reading like real life

The kind of reading and writing we have children do in school should be very much like the kind that adults do in real-life situations.

8. Include talk and other forms of social interaction

talking and social interaction enhances learning of any kind. Children need to talk to each other about what they're reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced.

2.4.2 Purpose of Reading

Reading is one of English language skills that play an important role in teaching learning prosess. All of language skills have purposes particularly in English learning. Thus, Reading as one of English skill also has purposes. William Grabe and Fedricka L. Stoller (2002:12) in thesis Roniwati Sitohang stated that there are five purposes of reading,

1. Reading to Search for Simple Information

Reading to search for information is a common reading ability. The reader is only read the surface to look for the simple information without have to think the material deeply. In reading to search typically scans the text for a specific piece of information or specific word. For instance, someone usually search through a telephone directory to find key information, either address or a phone number. In prose text, someone sometimes show down to process the meaning of a sentence or two in search for clues.

2. Reading to Skim Quickly

Similarly to reading to search for simple information, reading to skim is also a common part of many reading task. Skimming is used to quickly identify the main ideas of a text. Skimming is done at a speed three or four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

In skimming the text, people may use many strategies. Some people read the first and last paragraphs using heading, summary and other organizers as they move down the page or screen. They may read the title, subtitles, subheading, ilustration, and many more. The combination of the strategies for guessing where the important information might be in the text might be used until general idea is formed.

3. Reading to Learn from Texts

Reading to learn typically occurs in academic and professional context in which someone needs to learn a considerable amount of information from a text. It requires abilities to:

1. Remember main ideas as well as a number of details

2. Recognize and organize the information in the text, and

3. Connect the text to the reader's prior knowledge.

4. Reading to Intergrate of information, write and critique text

In reading to integrate information, the reader has to be able to find the supporting or conflicting information and restructure them to the information from multiple sources. During doing the reading to integrate information, the reader inevitably requires the critical evaluation (reading to critique) of information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

Reading to write and reading to critique texts are the variants of reading that require the ability of integrating information. Both require abilities to compose, select, and critique information from the a text.

5. Reading for general comprehension

Reading for general understanding is the most basic purpose for reading, underlying and supporting most other purposes for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general representation of main ideas, and efficient coordination of many processes under very limited time. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.

2.4.3 Assessment of Reading

In order to determine how well the reading is, the teacher as an evaluator has concept of reading assessment to assess the students' reading work appropriately.

2.4.3.1. Types of Reading Assessment

Reading assessment is needed in assesing students' reading ability. That's why, reading assessment plays an important role in assessing students' reading ability. Brown (2003:189) stated that there are several types of reading performance typically identified, and these will serve as organizers of various assessment tasks, they are:

1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.

3. Interactive

An interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retraining the information that is processed.

4. Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details.

2.5. Reading Comprehension

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The objective of all reader is comprehension of what they read. It means that reading with comprehension means understanding what has been read.

2.5.1 Level of Reading Comprehension

Reading comprehension is an activity in which the students try to understand what has been read. Reading comprehension has levels. Burns et al (1984: 177) in thesis Novita Simatupang reading comprehension is divided onto four levels, they are:

1. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is important is and itself and is also a prerequisite for higher-level understanding. Recognizing state main ideas, detail, causes effects and sequence is the basis of literal comprehension, and through understanding of vocabulary, sentence meaning, and paragraph meaning is important. Details are explicit stated parts of paragraph of passage that contain the basic information are details upon which main idea of paragraph is organized. It is often, but not always expressed in a topic sentences. It is considered a literal skill when the cause-effect relationship is explicitly stated in written passage. The ability to

read and follow direction is a prerequisite for virtually all successful school work. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence.

2. Interpretative Reading

Interpretative reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative reading include:

1. Inferring main ideas of passage I which the main ideas are not directly stated.

2. Inferring cause-effect relationship when they are not directly stated.

3. Inferring referent of pronouns. It is easier to remember structures in which the pronoun followed its referent.

4. Inferring referent of adverb

5. Inferring omitted words. Sometimes, words are omitted and said to be understood as known ellipsis.

6. Detecting mood ((sad)-downcast, sobbing, dejected; (happy)-sparkling and laughing)

7. Detecting the author's purpose in writing (to inform, to entertain and to accomplish something else).

8. Drawing conclusion.

3. Critical Reading

Critical reading is evaluating written material-comparing the ideas their accuracy, appropriateness and timelines. The critical reader must be an active reader, questioning

searching for facts and suspending judgment until her or she has considered all of the material. Critical reading depends upon literal comprehension and interpretative comprehension and grasping implied ideas is especially important. The nature critical reader must considered and evaluate the person who wrote the material, author's purpose, author's point of view, author's style and tone, author's comprehension.

4. Creative Reading

Creative reading involves going beyond and material presented by the author. It is concerned with the production new ideas, the development of new insight, fresh approaches and original construct. Creative reader must understand cause and effect relationship in a story so well that they know why a character acts as he or she does at a particular time. Creative reading must able analyzing the reason for the action in the story; they see the colors, hear the sounds, feel the textures, taste the flavors, smell the odors described by the writer, they able to determine whether actions of character are reasonable or unreasonable; they able to reads their own personal problem, must put together available information; they able to see how a story could be improved in order to make it more interesting.

2.5.2 The Principle Strategies for Reading Comprehension

Principle strategy is need in reading comprehension to easier get specific information in a text. The students are able to find the specific information in a text by following the principle strategies for reading comprehension. Brown (2000:306) stated that there are ten strategies for reading comprehension:

1. Identify the purpose in reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting information.

2. Use graphemic rules and patterns to aid in bootom-up decoding (especially for the begining level learners)

A multitute of other phonics approaches to reading can prove useful for learner at begining level and especially useful for teaching children and non-literature adults.

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level)

Begining level students will not applying this particular strategy because they are still struggling with the control of limited vocabulary and grammatical patterns.

4. Skim the text for main ideas

Skimming gives the readers the adventage of being able to predict the purpose of passage, the main topic, or message, and possibly some of developing and supporting ideas.

5. Scan the text for specific information

Scanning exercise may asks the students to look for names or dates, to find the defenition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

6. Use semantic maping or clustering

The strategy of semantic mapping or grouping ideas into meaningful clusters, help the reader to provide some order to the chaos. Making such semantic maps can be

done individually, but they make for productive group work technique as sudents collectively induce order and hierarchy to a passege.

7. Guess when you aren't certain

    The key to succesful guessing is to make it reasonably accurate. Learners can become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attepts to use whatever clues are available to them.

8. Analyze vocabulary

    One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

9. Distinguish between literal and implied meaning

    The fact that not all language can be interpreted appropriately by attending to its literal, syntatic surface structures make special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalize on discourse markers to process relationship

    Many discourse markers in English signal relatonship among ideas as expressed through phrases, clauses, and sentence.a clear comprehension of such markers can greatly enhance learner's reading efficiecy.

2.5.3   Kinds of Strategy in Reading Comprehension

Strategy is needed in teaching English. By implementing strategies, the students can understand the topic that teacher explain easily. In teaching reading comprehension there are some strategies can be used, they are:

1. Pyramiding

   Pyraming focused on comprehension and organization. This strategy promotes interaction as students search for, discuss, arrange, categorize, and label ideas. Pyramiding can be used to review content during the classdiscussion and to prepare students for outlining and takin notes for a written report.

2. QAR (Question-Answer Relationship)

   QAR is used to enhance students' ability to answer comprehensive questions by giving them a systematic means for analyzing task demands of various question problems. It identifies the three types of questions asked: text explicit, text implicit, and scriptal. It teaches students ways to answer these types of questions. With this strategy, the students learn that it is acceptable to reread to find answers. The students require a week of intensive training incorporating a minimum of four lesson to become competent in using the strategy.

3. Read Aloud

   This strategy is used by one person sharing a piece of reading material with an other by reading the material to that person. It can be used with both expository and narrative text. This strategy works best for students who learn better by listening and for those who have difficult time with comprehension when they are reading independently.

4. Reading Place

This strategy create a comfortable physical environment that encourages students' enjoyment of reading. Students evaluate their own learning strategies, which enhance their abilities. Reading programs such as this require much effort. In order to develop a Reading Place, equiment, furniture, and space must be available.

5. Repeated Reading

This strategy increase fluency and comprehension. Rereading or practice and rehearsal reading is a top-ranked study strategy which increase factual retention, leads to faster reprocessing of text, and helps students remember more meaningful structures.

6. ReQuest

This is a questioning strategy that helps students develop questions and think critically. This stategy can be used with individual students or in large or in small groups. When using this strategy, the teacher begin by focusing on listening, speaking, and reading and eventually incorporate writing.

2.6 Retrospective Miscue Analysis

Rertospective Miscue Analysis (RMA) refers to an instuctional strategy that aims to heighten readers' awareness of reading process by recording their reading aloud and then later involving the readers in a discussion of the recorded reading. Moore and Seeger (2010) stated that Retrospective Miscue Analysis (RMA) is an extension of miscue analysis that involves readers in discussing their oral reading and retelling miscues with teachers and/or other classmates. RMA is a simple process of organizing readers for conversations about reading miscues and retellings. It has two parts: the analysis of miscues and the examination of the retelling of text. RMA has evolved from a protocol to be administered by a teacher

with an adult struggling reader to an assessment and teaching strategy that may be used to support a range of reading abilities. RMA can be adapted to any classroom environment dependent on the needs of the students and the teacher's purpose for using RMA.

Threurer (2002:1) states that, "in RMA readers listen to audio recordings of their own oral readings and, with the help of a researcher, discuss to what degree their miscues are syntactically and semantically similar to the printed text and to what extent they affected comprehension. RMA combines the power of personal interaction with constructing knowledge in a social context."

2.6.1 Miscues Analysis

Miscues analysis is an activity that aims to analyze the miscues that students do when reading alound. Analyzing the miscues that students do when reading a text is a best way to help readers/students get specific information from a text and also it is help students to understand the content of the text easier. Paulson (2007:2) stated that, "Miscues are unexpected responses to the text that readers produce when reading an unfamiliar text aloud. The term "miscue" is used to avoid the negative connotations of "error" or "mistake" and reflects the method's underlying assumption that miscues are the result of the same language cue systems that produce expected responses in oral reading; they are not simply random errors."

Moore and Seeger (2010:8) stated that there are three language cue systems to acquire meaning from text: semantic (meaning), syntactic (structure amd grammar), and graphophonic (sound-symbol)

Tovani (2000:18) stated that Semantic cues relate to the meaning(s), concepts, and associations of words and longer pieces of text, including understanding subtle definitions

and nuances. For example, if the text says large but the reader says big, the text meaning is preserved. The meanings are the same however the reader used a different word to express meaning.

Syntactic cues relate to the form and structure of words and sentences that make up pieces of texts, including whether they 'sound right' and are organized cohesively (Tovani, 2000:18). For example, using the substitution strategy, substituting like for nice in the sentence, I like my bike. Using the substitution of nice does not grammatically sound correct, I nice my bike. Students use the omission strategy (leaving a word out of the sentence when it appears in the text). Readers also use a strategy called insertions; this strategy consists of adding words to the text that are not really there. For example, in the sentence, she saw a big monster, the reader may insert the word very, reading the sentence as, she saw a very big monster. Insertions do not change the meaning of the text in most cases. However, they help readers comprehend the text. Readers may also use a strategy referred to as repetition. Repetition is not seen as an error. However, repetition is more seen as self-correction strategies to help the reader make sense of the text. Readers also use visual strategies to help them identify a word as well. This strategy is referred to as grapho-phonic cue.

Graphophonic cues relate to letters, combinations of letters, and the sounds associated with them (Tovani, 2000:18). The oral response will look visually similar to the word in the text but may or may not make sense. For example, a reader my use was for saw. If the reader was not using grapho-phonic cues he/she would be guided to pay closer attention to letters.

2.6.2   The Implementation of Retrospective Miscue Analysis (RMA)

In implementing Retrospective Miscue Analysis (RMA) in the classroom the teacher has activity as follows:

Steps to Prepare for Implementation of RMA

1. Explain the words "Retrospective Miscue Analysis" and tell what it is and how a session is conducted. Why miscues are made and what they are should be part of the explanation. However, this should be brief because it can be expanded upon later while students are actually in the process.

2. Display an RMA poster (chart paper) in the classroom that identifies the common miscues, smart and okay miscues, and a reminder to make connections while discussing.

3. Set up an RMA recording literacy station in the classroom.

4. Model an RMA discussion using one or two students in the classroom with their prior permission.

Steps to Conduct RMA in the Classroom

1. Select text for each group of readers. Enlarge the text or retype it. Use line identification numbers in the margins.

2. Explain tape-recording process so that students can record themselves reading text.

3. Transcribe recordings.

4. Copy transcribed miscues for each member of each RMA group.

5. Conduct RMA discussion sessions.

2.6.3 The Adventages of Retrospective Miscue Analysis (RMA)

Retrospective Miscue Analysis has advantages as follows:

1. Students begin to value themselves as learners.

2. Helps readers become more aware of the reading strategies in their repertoire and to value their knowledge of the language systems that they control as they read a text.

3. Students begin to understand that reading is more than word calling and decoding words, but a meaning making process.

4. Encourages students to talk about the miscues they make and it helps teachers see the thought process and expanding on students understanding of text.

5. Readers are encouraged to work closely with the teacher.

2.8 Previous Research

Rertospective Miscue Analysis (RMA) is an instructional strategy that aims to heighten readers' awareness of reading process by recording their reading aloud and then later involving the readers in a discussion of the recorded reading. According to Catherine D. Bulmahn (2015) was a researcher with the title Using Retrospective Miscue Analysis to Revalue Reading: A Case Study said that, this case-study focused on sixth grade students who attended a suburban school district in Western New York. There are some problem in reading, such as: students was identified as at-risk for failure in reading, students experience many perceived failures at school and did not enjoy reading. As a result of participating in RMA students improved their ability to monitor fluency and comprehension and revalued reading. they realized that reading was an interactive process and miscues in oral reading are not always bad. By engaging in conversations about high-quality and low-quality miscues students improved their awareness of the three cueing systems, Meaning, Syntax and Visual (MSV), used when reading, As the study progressed students began integrating all three cueing systems while they read. their fluency and comprehension improved and they

revalued reading and themselves as readers. They began reading for pleasure; they were excited about reading and gained confidence in reading. This research shows that Retrospective Miscue Analysis is a powerful tool to use with adolescent students who have been identified as at-risk for failure in reading.

According to Melissa Williamson (2012) with title The Impact of Retrospective Miscue Analysis on the Reading Achievement of Struggling Second Grade Students said that, Retrospective Miscue Analysis improved Students reading achievement. Almost of students difficult in reading, to resolve that, the researcher uses Retrospective Miscue Analysis in Teaching Learning Process. Retrospective Miscue Analysis (RMA) has proven to be a very successful reading strategy for struggling readers' reading achievements. The overall data collected indicates that RMA has many positive effects on students' reading achievements. Through the course of this study, and a thorough analysis of the data, both commonalities among students' results as well as individual aspects of achievement. To ensure accurate findings, data used to measure students' reading achievements were triangulated using the following sources: running records, anecdotal notes ,burke interview.

Based on the statements above, Retrospective Miscue Analysis is a very successful reading strategy may help the students in learning English especially in reading ability. Catherine D. Bulmahn (2015) is a researcher who want to know how the students revalue themselves by using Retrospective Miscue Analysis. Melissa Williamson (2012) is a reseracher who want to know what the impact of Retrospective Miscue Analysis on students' reading achievement. The writer has similarities with the previous reaserachers in implementing Retrospective Miscue Analysis in teaching reading, but the differences are Catherine D. Bulmahn research RMA to revalue reading and Melissa Williamson research

RMA on reading achievement of struggling students. Likewise, the writer wanted to investigate the significant affect of students' reading comprehension through Retrospective Miscue Analysis.

2.8 Conceptual Framework

In reading comprehension, the students do not only try to understand what the writer wants to give but also the students should compare what they read and what they have known, called prior knowledge. Here, they will be aware the importantces of reading process while they are reading a text. By doing this, they will be critical reader in comprehending what the writer writes and finding out some information. They will analyze their miscues in reading of the text including mispronounce, punctuation, and they will know the text syntactically and semantically after reading it.

In order to develop this reading activity, there is a strategy that has been applied. It is Retrospective Miscue Analysis (RMA), which is suitable to help the students in reading. By implementing Retrospective Miscue Analysis, the students can heard their own reading, so they know their miscues that they have done and they can revalue themselves what kinds of miscues that they have done when reading a text. Finally, the students can be creative in reading activity and use their thinking ability in comprehending the text and develop their thinking process.

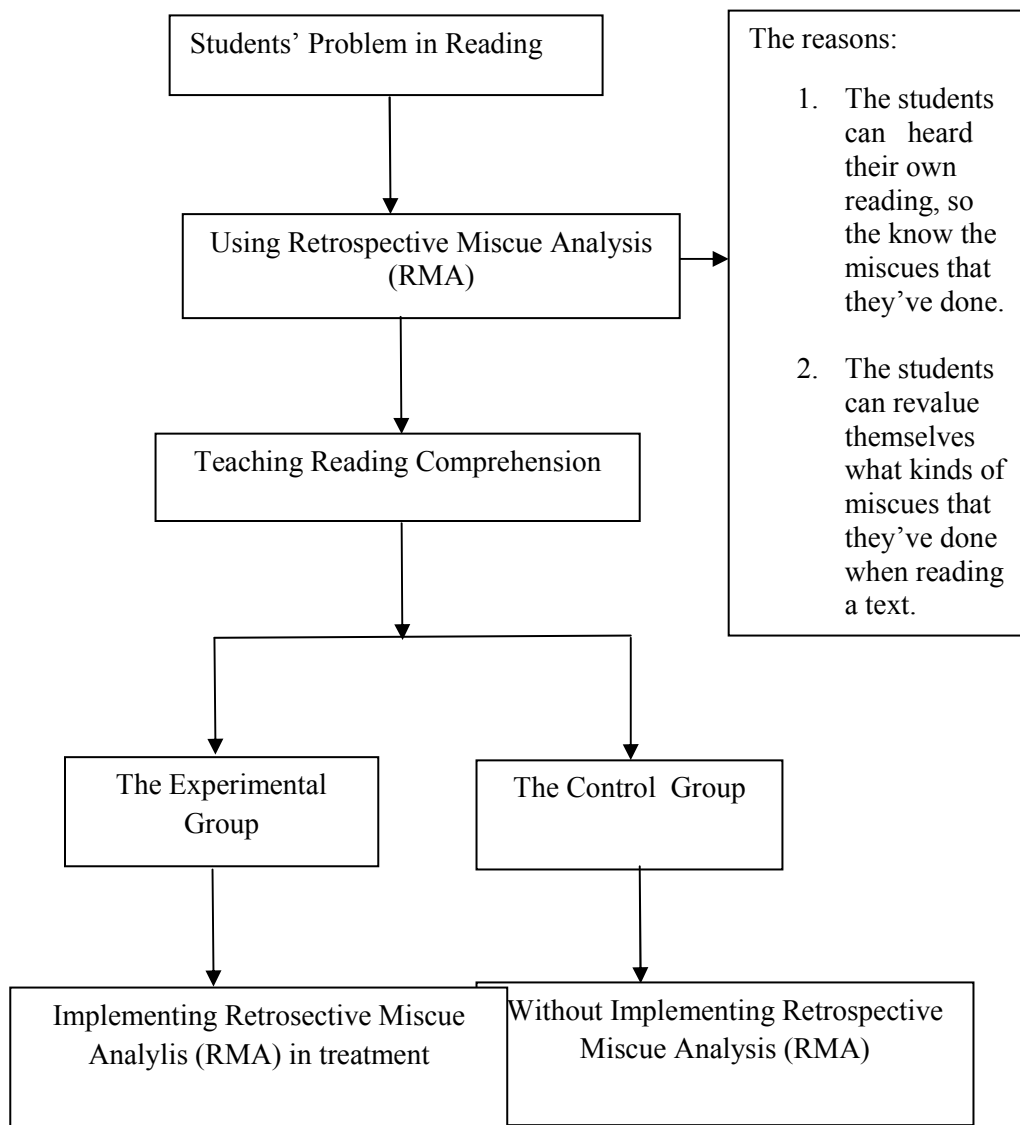The Conceptual Framework can be shown in this following:

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┌─────────────────────────────────┐        ┌──────────────────────┐
│   Students' Problem in Reading   │        │ The reasons:         │
└─────────────────────────────────┘        │                      │
                 │                          │  1.  The students    │
                 ▼                          │      can   heard     │
┌─────────────────────────────────┐        │      their own       │
│ Using Retrospective Miscue Analysis │ ───▶│      reading, so     │
│            (RMA)                │        │      the know the    │
└─────────────────────────────────┘        │      miscues that    │
                 │                          │      they've done.   │
                 ▼                          │                      │
┌─────────────────────────────────┐        │  2.  The students    │
│  Teaching Reading Comprehension  │        │      can revalue     │
└─────────────────────────────────┘        │      themselves      │
                 │                          │      what kinds of   │
        ┌────────┴────────┐                 │      miscues that    │
        ▼                 ▼                 │      they've done    │
┌────────────────┐  ┌────────────────┐      │      when reading    │
│ The Experimental│  │ The Control Group│    │      a text.         │
│     Group      │  └────────────────┘      └──────────────────────┘
└────────────────┘           │
        │                    ▼
        ▼           ┌──────────────────────────────────┐
┌──────────────────────────────┐│ Without Implementing Retrospective│
│ Implementing Retrosective Miscue │  Miscue Analysis (RMA)          │
│  Analylis (RMA) in treatment │└──────────────────────────────────┘
└──────────────────────────────┘
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Figure 2.1 the Concept Framework of the Retrospective Miscue Analysis (RMA) on Students' Reading Comprehension (Sinaga, Desy Chrisyetiani .P. Ayu 2016:28)

CHAPTER III

RESEARCH METHOD

3.1. Research Design

Research method is a part of elements in conducting a research. This study was conducted in experimental quantitative research. It directs the writer in administering the study. This study was conducted by implementing experimental research because the treatment was done.

An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter deliberately and systematically introduces change and then observes the consequences of that change. The goal of experimental research is to determine whether a causal relationship exists between two or more variables. Because the experiment involves control and careful observation and measurement, this research method provides the most convincing evidence of the effect that one variable has on another. (Ary et.al. 2010:265).

There are two variables in this study; they are independent and dependent variable. It means that the study found the effect of independent variable (Retrospective Miscue Analysis) on dependent variable (Students' Reading Comprehension). In conducting the

experimental research, the sample is devided into two groups, namely experimental group and control group. The design is applied in order to compare the data that was gained from both of the groups in which the experimental is taught by implementing Retrospective Miscue Analysis (RMA) while control group is taught by conventional model. The design can be figured as following:

Table 3.1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Retrospective Miscue Analysis (RMA)	✓
Control	✓	-	✓

3.2. Population and Sample

In a research, the writer must determine the population and the sample. The population and th esample in this reasearch are following:

3.2.1 Population

Population is needed in a research. It is the larger group about which the generalization is made when doing a research or all members of any well-defined class of people, events, or objects. Best and Kahn (2006:13) stated that "a population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher." The population of this study is the second grade students of SMP N 1 Raya. There are eight parallel classes namely VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, and VIII H.

3.2.2 Sample

Sample is the small group (participants) to be observed. Best and Kahn (2006:13) stated that "sample is a small proportion of the population that is selected for observation and analysis." The sample of the study is selected out by using random sampling. Random sampling is a technique that all members of the population have an equal and independent chance of being included in the sample (Ary et.al. 2010:150). There are eight paralel classes of this grade namely VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G and VIII H of which the average number of students are 30 students in each class with the total number of 240 students.The sample is taken from two classes namely VIII D and VIII G. The sample of this study is taken by using random sampling by applying the lottery technique. It was done by writing each class on a rolled of paper and putting all the rolled of the papers into a box. It was shaken and two classes were selected as the samples. The first rolled paper will be chosen as the experimental group and the second one as the control group.

3.3 Instrument of Collecting the Data

The instrument used for collecting the data is a reading comprehension test. The type of the test is multiple choice. Multiple choice test is 25 items. It is used in pre-test and post-test instrument. Each item of the multiple-choice test consist of five options, namely A, B, C, D, and E. There are some considerations why the writer used the multiple-choice. First, it is effective to measure. Second, it is objective scoring which is practical and consistent. Third, it consisted of a relative large number of questions which is needed. Lastly, it usually encouranges students to develop a comprehensive knowledge of particular tests. There are four elements of reading that use to assess students' reading comprehension, there are: vocabulary, grammar, fluency and comprehension. With this from, the scoring can be done quickly and easily.

3.4.The Procedure of Collecting the Data

The procedure are divided into three parts, they are : pre-test, treatment and post-test. Each of them will be described as follows :

3.4.1. Pre-Test

The pre-test is given to both classes (control and experimental group) before the treatment is conducted. It is to find the out the homogeneity of the sample. First, teacher shares the test that consists of 25 items. The 25 items is designed by the writer. After finishing the test, the students collect it to teacher.

3.4.2. Treatment

The writer gave the treatment to the experimental group in three meetings. The treatment is conducted after administering the pre-test. The teacher taught the same materials to be discussed to both experimental and control group. The experimental group is taught by implementing Retrospective Miscue Analysis (RMA) while the control group is taught by conventional model. The process of the treatment in experimental group is designed as follow:

Table 3.2
Treatment in Experimental Group

No	Teacher's Activities	Students' Activities
	Pre-activity	
1	1. Greets students 2. Checks attandence list	1. Give response 2. Give information
	Teaching Learning Activities	
2	1. Giving the students a text to be read. 2. Explaining the words	1. Receiving the text. 2. Listening carefully to the teacher's

		"Retrospective Miscue Analysis" and tell what it is and how a session is conducted. Why miscues are made and what they are should be part of the explanation.	explanation.
		3. Displaying an RMA poster (chart paper) in the classroom that identifies the common miscues, smart and okay miscues, and a reminder to make connections while discussing.	3. Paying attention to the poster (chart paper) shown.
		4. Explaining tape-recording (handphone-recording) process so that students can record themselves reading text	4. Listening carefully to the teacher's explanation.
		5. Seting up an RMA recording literacy station in the classroom (the record will conduct one by one. A student has 2 minutes to finish reading a text)	5. Read a text while recording.
		6. Selecting two students recording to discuss in the class.	6. Rise his/her hand whose record of reading want to discuss (volunteer students whose want to discuss their oral reading in the class).
		7. Conduct RMA discussion sessions	7. Listening carefully to the teacher's explanation.
		8. Asking the students to give full attantion in explanation about the Miscue that they have done when doing oral reading which recorded.	8. Give full attention to the teacher explanation about Miscue they have done when doing oral reading.
		9. Asking the students to retell the story from the text they have read to measure students' reading comprehension.	9. Retell the story that they remember from the text.
	Post-activity		
3	1. Asking the students to write the answers to the questions on paper. 2. Closing the lesson.		1. Writing their answers on paper. 2. Give closing.

The control group is taught without implementing Retrospective Miscue Analysis (RMA). It means that there is no treatment on it. The teaching procedures are shown as the following

Table 3.3
Teaching Procedures in Control Group

Teacher's Activities	Students' Activities
1. Giving a text to the students. 2. Asking them to read the text. 3. Reading the text aloud in front of the class and choose some students to read aloud the text in turn. 4. Asking the students to find out the difficult words and look the meaning up in the dictionary as well as asking them to translate the text. 5. Asking the students to show their comprehension by answering the questions based on the text.	1. Receiving the text. 2. Reading the text. 3. Litening tothe teacher firstly, and then read aloud the text in turn. 4. Researching for the difficult words and translate the text. 5. Answering the questions based on the text.

3.4.3. Post-Test

Post-test is given to both the experimental and control group after conducting the treatment in order to get the mean score between experimental and control group. Morever, it purposes to know whether Retrospective Miscue Analysis (RMA) has a significant effect on the students' achievement in reading comprehension or not.

3.5 The Validity and Reliability of the Test

The validity and reliability of a test are very important in a research. They purpose to know both the accuracy of measurement and the consistency of the test. It is better to know whether the test is valid and reliable or not to be tested to the sample.

3.5.1 Validity of the Test

The concept of validity is referred to the test measured whether one can draw meaningful and useful inferences from scores on particular instruments. Best and Kahn (2006:289) said that validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. This research uses content validity that concerns with how well the test measures the subject matter and learning outcomes cover during instructional period.

3.5.2. Reliability of the Test

Reability refers to consistency of the measurement. (Best and Kahn, 2006:289) stated that, "Reliability test is the degree of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consistently." Reliability is a necessary but not sufficient condition for validity. That is, a test must be reliable for it to be valid, but a test can be reliable and still not be valid. The test is reliable when it can show stable outcome.

To achieve the reliability of the test, Kuder Richardson formula (KR21) will be applied:

$$KR_{21} = \frac{K}{K-1}\left[1-\frac{M(K-M)}{KS_t^2}\right]$$

In which :

K = the numbers of questions

M = mean score of the test

S_t^2 = the square of standard deviation of the test score

According to Arikunto (2009:75), the size of the coefficient of use the formula above can be interpreted by using the criteria product moment correlation: 0,80 - 1,00 : The reliability is very high

0,60 - 0,79 : The reliability is high

0,40 - 0,59 : The reliability is significant

0,20 - 0,39 : The reliability is low

0,00 - 0,19 : The reliability is very low

3.5.3 Test Specification

Test specification is needed to measure the students' achievement in reading comprehension. Based on content validity, there are some aspects that students' should achieved. The aspects can be figured as following:

Table 3.4
Test Specification

No	Content	Items of Test	Kinds of Test	Score
1.	Main Idea	2	Multiple Choice	8
2.	Synonym	2	Multiple Choice	8
3.	Reference	3	Multiple Choice	12
4.	Information	9	Multiple Choice	36
5.	General Topic	9	Multiple Choice	36
	Total	25		100

Every correct answer has four pont. For Main Idea (MI) which is consist of 2 items, the correct answer would times to four. MI: 2 X 4 = 8. For Synonym (S) which is consist of 2 items, the correct answer would times to four. S: 2 X 4 = 8. For Reference (R) which is consist of 3 items, the correct answer would times to four. R: 3 X 4 = 12. For Information (I) which is consist of 9 items, the correct answer would times to four. I: 9 X 4 = 36. For

General Topic (GT) which is consist of 9 items, the correct answer would times to four. R: 9 X 4 = 36. So, total score if the students can answer all the question is 25 x 4 = 100.

3.6. Scoring the Test

To score the test, the writer will use score ranging from 0 to 100 by counting the correct answers and applying this formula:

$$S = \frac{R}{N} \text{ x } 100\%$$

Where   : S = the score

               R = the number of the correct answer

               N = the number of the test items

3.7 The Technique of Analyzing the Data

The techniques of analyzing the data will be done as the following:

1. Calculating the data from the scoring the pre-test and post-test of experimental and control group.

2. Tabulating the score of the students in pre-test and post-test of experimental and control group.

3. Comparing the mean of the two groups.

4. Testing hypothesis by using the formula of T-test.

5. Concluding the research finding.

Arikunto (2010:354) stated that to test the hypothesis, the T-test formula are used. This formula is to know the effect of this study, the writer uses test, this test is also used to know whether yes or not teaching reading comprehension through Retrospective Miscue Analysis. It can be drawn as following:

$$t = \frac{Mx - My}{\sqrt{\left\{\dfrac{Dx^2 + Dy^2}{Nx + Ny - 2}\right\}\left\{\dfrac{1}{Nx} + \dfrac{1}{Ny}\right\}}}$$

Where:

Mx : The mean of the experimental group

My : The mean of the control group

dx : The standard deviation of experimental group

dy : The standard deviation of control group

Nx : The total number of the experimental group

Ny : The total number of the control group