

ANALYSIS OF WRITTEN LANGUAGE IN CHILDREN WITH DYSLEXIA DISORDER (PSYCHOLINGUISTIC APPROACH)

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Abstract

Dyslexia is a language disorder that results in children having difficulty writing. The disorder causes problems in the child's language development. The most influential causes of dyslexia disorder of the bloodline. The background of the problem in this study is the written language of dyslexic children which is seen based on the characteristics of the form of written language in dyslexic children. The purpose of this study was to describe the form of written language in dyslexic children. The types and methods used in this study are designed in a descriptive qualitative form. The data subjects in this study were 9 students from a total of 156 students who were in grade I to class VI of SD Negeri 120/II Jelmu Island, Jujuhan District, Muaro Bungo Jambi Regency. Data is collected by means of documentation and observation. Furthermore, the data was analyzed using data reduction, data presentation, conclusions, and data verification based on the form of writing language of the children with dyslexic. The results showed that a form of written language was found in dyslexic children. The form of written language is grouped into five characteristics of the writing of dyslexic children, namely: writing letters in reverse, writing letters in the wrong order, eliminating letters, adding letters, and changing letters.

Keywords: Writing, dyslexia, language

Abstrak

Disleksia adalah gangguan berbahasa yang mengakibatkan anak kesulitan dalam menulis. Gangguan tersebut menyebabkan permasalahan pada perkembangan bahasa anak. Penyebab gangguan disleksia yang paling berpengaruh dari garis keturunan. Latar belakang masalah pada penelitian ini ialah bahasa tulisan anak disleksia yang dilihat berdasarkan ciri bentuk bahasa tulisan pada anak disleksia. Tujuan dari penelitian ini ialah mendeskripsikan bentuk bahasa tulisan pada anak disleksia. Jenis dan metode yang digunakan pada penelitian ini adalah penelitian ini dirancang dalam bentuk kualitatif deskriptif. Subjek data pada penelitian ini terdapat 9 siswa dari jumlah keseluruhan sebanyak 156 siswa yang duduk di kelas I sampai dengan kelas VI SD Negeri 120/II Pulau Jelmu Kecamatan Jujuhan Kabupaten Muaro Bungo Jambi. Data dikumpulkan dengan cara dokumentasi dan pengamatan. Selanjutnya data tersebut dianalisis menggunakan reduksi data, sajian data, simpulan, dan verifikasi data berdasarkan bentuk bahasa tulisan anak disleksia. Hasil penelitian

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menunjukkan bahwa ditemukan bentuk bahasa tulisan pada anak disleksia. Bentuk bahasa tulisan tersebut dikelompokkan ke dalam lima ciri-ciri tulisan anak disleksia, yaitu: penulisan huruf secara terbalik, penulisan huruf dalam urutan yang salah, penghilangan huruf, penambahan huruf, dan penggantian huruf.

Kata Kunci: Bahasa Tulis, disleksia

1. INTRODUCTION

Children with dyslexia disorder are among the children with special needs who should receive special attention in order to minimize the increase in children who have difficulties in the field of language. Based on Ministerial Regulation No. 70 of 2009, it states that children with special needs must get educational services that are in accordance with their needs and human rights. Education today is a necessity for everyone, including children with dyslexic disorders. Therefore, education is something that is considered very important and must be done in order to improve the quality of a person in order to be able to compete in the era of globalization. Based on article 4 paragraphs 1 and 9 of Law No. 20 of 2003, it is explained that education is a conscious and planned effort to promote the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed for themselves and the community.

This impaired language ability in dyslexic children results in difficulties in the field of writing caused by several factors, including: heredity, educational factors, and psychological factors. Of these factors, the dominant thing that affects children's ability to write is the intelligence factor (Dardjowidjojo: 2012). The cause of children with dyslexic disorder is not due to ignorance, misteaching or lack of motivation. Generally people with dyslexia are genetically inherited. People with dyslexia can be recognized from the age of 7 years when the child has begun to recognize letters (Rofiah, 2015:2). Several studies have shown that language disorders in dyslexic children are characterized by poor handwriting, often writing letters in an inverted position, and difficulty spelling and easily disturbed concentration. This has also been researched by Fahreza (2019) who found the existence of writing letters in reverse with example b written d, replacing letters with example u replaced with o, and adding letters with mother examples writtenibun. This is reinforced by the opinion (Subyantoro, 2013:18) which states that when writing dyslexic children will do the following things, write the letters in the wrong order in a word, do not write a number of letters in the written word, add letters to the written word, replace one letter with another in the words written, even if the sound of the letters is not the same at all.

Based on preliminary observations made at the State Elementary School 120/II Jelmu Island on July 11, 2022, it was found that 9 students in class I to class VI had problems in writing. Students are selected based on the characteristics of the writing form

of dyslexic children. These forms include: writing letters in reverse, writing letters in the wrong order, eliminating letters, adding letters, and replacing letters. Thus, this study took the title "Analysis of Written Language in Children with Dyslexia Disorder (Psycholinguistic Studies)".

2. METHOD

This research makes use of a variety of different forms and methods of research, all of which are structured in the manner of descriptive qualitative research. The purpose of descriptive qualitative research, which is a sort of research that is not tied to statistics, is to provide a detailed explanation of the types of written language errors that are made by children who have dyslexia disorders by using data gathered from the field. The records of children with dyslexia difficulties who are enrolled in grades one through six at SD Negeri 120/II Jelmu Island are the source of the information that was gathered for this study. The children diagnosed with dyslexia problems who are enrolled in grades I to VI at SD Negeri 120/II Jelmu Island are the ones who provided the information for this study. Documentation and observation will serve as the basis for the method used to collect data in this investigation. In order to complete the documentation process, data from the study subject are collected by asking them to write down their thoughts and observations.

3. FINDINGS AND DISCUSSION

In this section, written language data will be analyzed in children with dyslexia disorder (psycholinguistic approach) judging from the characteristics of the written language form of people with dyslexia.

a. Letter writing in reverse

Writing letters in reverse in dyslexic children is a child's mistake in distinguishing letters with a shape that is almost similar to the shape of a mirror. Subyantoro (2013:193), stated that to make it easier to see if a child has dyslexia, it can be seen from two characteristics of the resulting writing form, namely (1) the resulting handwriting is fairly poor, (2) it is often mistaken with one word on certain letters such as "b" is considered "d" and "p" is considered "q". The following is an analysis of the findings of the form of writing letters in reverse in dyslexic children.

Data 1

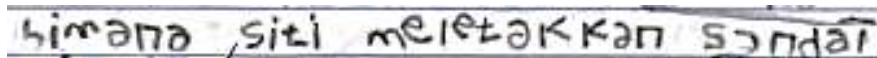


Figure 1. Findings of Letter Writing In Reverse

Judging from Habibi's defects in the first grade of elementary school students above, in the sentence "Where did Siti put the slippers?" it was found that the letter writing was reversed. The writing is seen in the word "bimana" which is b which should be written d to "where".

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Based on the data found above, it can be concluded that children with dyslexia disorder write letters in reverse. This is in accordance with the characteristics of children with dyslexic disorders, namely having poor handwriting and often writing letters upside down. According to other cases that have been studied, it was also found that letter writing in reverse in children with dyslexia disorder.

b. Writing letters in the wrong order

In addition to writing letters in reverse, dyslexic children are also often mistaken when sorting letters in a word. Subyantoro (2013:178), suggests that when learning to write dyslexic children will write the letters in the wrong order in a minal word "thing" becomes "lah" and "elephant" becomes "jagah". The following is an analysis of the findings of the form of writing letters in the wrong order in dyslexic children.

Data 2

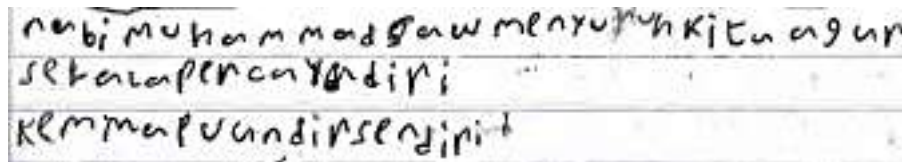


Figure 2. Findings of Writing Letters In Wrong Order

Judging from Ardo's defects in the third grade of elementary school above, in the sentence "Prophet Muhammad told us to always be confident in our own abilities" it was found that the writing of letters in the wrong order. The writing is seen in the letters m and a in the word "ability" which should be written "ability".

Based on the data found above it can be concluded that the child with dyslexic disorder performs the writing of letters in the wrong order. This is in accordance with the characteristics of children with dyslexia disorders, namely having poor handwriting, forgetting to put uppercase letters or listing them in the wrong place, forgetting to specify dots and other punctuation marks, and difficulty in sorting the letters in words. According to other cases that have been studied, it was also found that the writing of letters in the wrong order in children with the dyslexic disorder was also found.

c. Deposition of letters

In addition to writing letters in the wrong order, dyslexic children also often omit or do not write letters in a word. Subyantoro (2013:193), argues that when learning to write dyslexic children do not write a number of letters in a written word. The following is an analysis of the findings of the form of writing letter removal in dyslexic children.

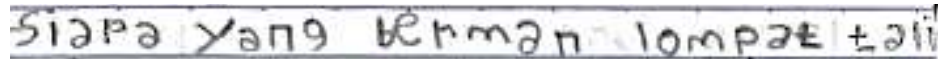
Data 3

Figure 3. Lettering Removal Writing Findings

Judging from Habibi's defects in the first grade of elementary school above, in the sentence "Who is playing jump rope?" a letter disappearance was found. The writing is seen in the word "berman" which is the loss of the letter i which should be written "play".

Based on the data found above, it can be concluded that children with dyslexic disorders perform letter removal writing. This is in accordance with the characteristics of children with dyslexia disorders, namely forgetting to put uppercase letters or listing them in the wrong place, forgetting to specify dots and other punctuation marks, and not writing a number of letters in a written word. According to other cases that have been studied, it was also found that the writing of letter removal in children with dyslexia disorder.

d. Addition of letters

Dyslexic children often do the form of writing the addition of letters in a word. Subyantoro (2013:178), suggests that when learning to write dyslexic children add letters to the written word as in the word "band" is read or written "brand". The following is the form of writing the addition of letters in dyslexic children.

Data 4

Figure 4. Findings of Letter Addition Writing

Judging from Habibi's defects, the first grade of elementary school students above "before entering the open house" found the writing of adding letters. The writing is seen in "bukuka" which is the increase in the letter u and the letter k which should be written "open".

Based on the data found above, it can be concluded that children with dyslexia disorder write additional letters. This is in accordance with the characteristics of children with dyslexia disorders, namely forgetting to put uppercase letters or listing them in the wrong place, forgetting to specify dots and other punctuation marks, and adding letters to the written word. According to other cases that have been studied, it was also found that writing additional letters in children with dyslexia disorder.

e. Letter substitution

Dyslexic children often perform a form of writing the replacement of letters in a word. Subyantoro (2013:193), suggests that when learning to write dyslexic children replace one letter with another in the words written, even though the letters are not the same at all. The following is the form of writing letter substitution in dyslexic children.

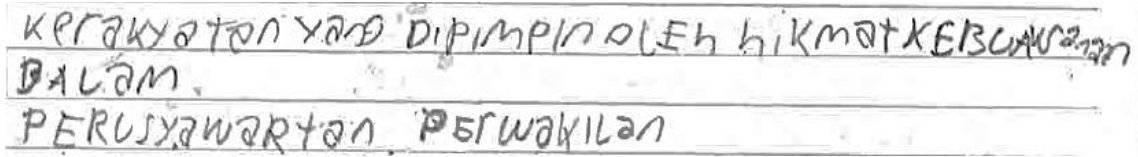
Data 5

Figure 5. LetterIng Replacement Writing Findings

Judging from the defects of Ando, a grade II elementary school student above "People Led By Wisdom Wisdom In Representative Consultatives" a word with a letter replacement error was found. The writing is seen in the word "kerakyaten" which is the letter a which is replaced with the letter e should be written "kerakyatan".

Based on the data found above it can be concluded that children with dyslexic disorders perform letter replacement writing. This is in accordance with the characteristics of children with dyslexia disorders, namely forgetting to put uppercase letters or listing them in the wrong place, forgetting to specify dots and other punctuation marks, and adding letters to the written word. According to other cases that have been studied, letter replacement writing was also found in children with the dyslexic disorder.

Based on data analysis, the discussion of written language analysis in children with dyslexia disorder (psycholinguistic approach) is as follows. Based on interviews with teachers at SD Negeri 120/II Pulau Jelmu, Jujuhan District, Muaro Bungo Jambi Regency, out of a total number of students, 156 were taught using the same method approach without discriminating based on the child's writing form. Furthermore, based on the results of interviews with parents, none of the parents of students realized that their child had dyslexia disorder. Parents consider that children are only less smart in following their learning. This is because there is still a lack of parental knowledge about language disorders which results in children having difficulty in writing and in other language skills.

In this study, 156 students were selected until 9 dyslexic students were found who sat from class I to class VI. The findings are classified in five forms of writing based on the characteristics of written language in people with dyslexia. The written language that has been collected is the student's notebook. The book is in the form of student writings from the results of making independent reading reports and student writings from the readings read by the teacher.

Subyantoro (2013:178-197), stated that children with dyslexia have the following characteristics: (1) children are confused about letters that bear similar shapes such as b-d, u-n, m-w, (2) difficulty in sorting the letters in words (3), often upside down in writing or pronouncing the minsal word "thing" to "lah", "elephant" to "jagah", (4) forgetting to put uppercase letters or listing them in the wrong place, (5) forgetting to specify dots and other punctuation marks (6), there is a distance in the letters in the word series so that the writing is unstable sometimes up and down, (7) not writing a number of letters in the

written word, (8), adding letters in the written word, and (9) replacing one letter with another.

From the above characteristics, it can be seen that dyslexic children do have difficulties in writing. The results of student writing obtained from the teacher's task to make reading reports independently and writings from the readings read by the teacher produce a form of writing related to the results of this study. Based on research conducted by (Munawaroh and Anggrayni, 2012), it is stated that errors in recognizing letters occur a lot. These errors include writing letters in reverse such as p written q and the number 3 written E.

Unlike the previous research from the results of the research that has been carried out. Found five forms of written language found in 9 research subjects. The forms of written language include writing letters in reverse, writing letters in the wrong order, adding letters, removing letters and replacing letters. From the data obtained and attached, it can be seen that students also do not place uppercase letters in inappropriate places and forget about periods or other punctuation marks. Subyantoro (2013:179) argues that dyslexia is caused by the presence of disorders in the brain, besides that there are also caused by hereditary factors. However, the main cause of dyslexia is a genetic factor, that is, the lineage of the parents (not necessarily direct parents, it can be from his grandparents or great-grandparents).

The most commonly found form of writing is letter omission writing. The most commonly found omissions of letters are the omissions of consonant letters such as the letters g, h, m, and n in the written word. Furthermore, the least found writing is the writing of letters in reverse. The inverted letter found in this study is b written b. The results of this study turned out to be almost the same as the results of research that has been carried out by (Utami and Irawati, 2017), namely, the existence of writing letters in reverse, eliminating letters, adding letters, and changing letters. As already explained above that dyslexic children often make writing mistakes. Based on this, dyslexic children really need to be carefully considered by parents and by teachers in schools. Dyslexic children are not stupid children but dyslexic children are children who have different advantages from normal children.

4. CONCLUSION

Based on the data analyzed, the conclusion in this study is about the analysis of written language in children with dyslexia disorders (psycholinguistic approach) at SD Negeri 120 / II Jelmu Island, Jujuhan District, Muaro Bungo Jambi Regency, there are 146 data with the aim of research that focuses on five forms of written language for people with dyslexia seen from the characteristics of writing by dyslexic children, namely: letter writing in reverse was found as many as 4 data, writing letters in the wrong order was found as many as 56 data, letter omission was found as many as 59 data, letter additions were found as many as 20 data, and letter replacement was found as many as 57 data. The

data is taken from the results of student records from class I to class VI. The subjects of the study data found as many as 9 students out of a total of 156 students by paying attention to the characteristics of the written language form of people with dyslexia.

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