ABSTRACT

Dyslexic readers are known to frequently produce deviation in reading words in the text. This apparently affect their comprehension performance. Since there are a lot of processes occurred in reading activity itself, it is necessary to find out which deficiency that affect which process in which level. Therefore, this study is aimed to find the relationship between two types of deviations and two aspects in reading. The data was obtained from observing reading performance of two adolescent dyslexic students in Galuh Handayani Inclusive Junior High School. The participants were asked to read a prepared reading instrument which consisted of 55 sentences and answer questions about each sentence verbally right after reading each sentence. The 55 sentences were constructed from 160 vocabularies which were selected from the most frequent words that appear in Bahasa Indonesia text books. The vocabularies were chosen based on phonological and morphological properties so that the distribution of words difficulty was equal. Each vocabulary is made to be the keywords asked in prepared 160 questions that the participants answered. The 160 questions were also manipulated so that they cover two aspects in reading comprehension; recalling text based information and inferring, in equal distribution. The result shows that among the two types of deviation, phonological deviations occurred more frequently despite the transparent orthography of Bahasa Indonesia. The participants tend to simplify the sounds by changing the one or more phonological features of the words and shorten the words by omitting one or more affixes. Even though the correlation coefficient was considered low, the statistical calculation proved them to be significantly correlated. However only phonological deviations which were correlated with the two aspects of reading comprehension. The analysis on regression showed significant negative relationship which means, the more deviation produced the less likely the participants will answer the questions correctly. Nevertheless, in order to minimize the effect of the deviations, the participants rely on their background knowledge which help them to answer correctly some of the questions which ask information that were in accordance with common knowledge.

Keywords: dyslexia, phonological deviations, morphological deviations, reading comprehension, inferring, text based information,