

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

According to World Health Organization, 1993; American Psychiatric Association (2000) dyslexia is a condition in which someone has neurological problems in reading and spelling. Dyslexia is a specific learning difficulty caused by neurological factors characterized by difficulty to recognize words correctly and accurately in spelling and the ability to encode symbols (Nicolson, 2008). There are some cases of spelling errors produced by students with dyslexia, such as errors of deleting, exchanging, predicting or inserting some letters in a word. For example when they intend to write “*white*”, it turns out to be “*hwite*”, or “*purple*” comes out as “*purpel*” (Nurchaerani, 2013). Another example happens when they actually should write “menumbuk kedelai”, the letter b is replaced by d, so it becomes “menumduk”, while the letter d is replaced by b, and it becomes “kebelai” (Irawati, 2017).

The problem of dyslexia becomes clearer when the students is in higher class in elementary school. It occurs due to the absence of significant difference between children with and without dyslexia in their first or second year of school. Students with dyslexia look healthy and normal, but their reading performance continues to decline. Furthermore, they have no problems with their intelligence. However, it should be highlighted that reading and writing in elementary school are the most crucial skills to be learned. Actually, some dyslexic children are creative and successful, and it has

been suggested that a number of our most creative artists and scientists are dyslexic (Aiken, 1991).

The study to reveal whether dyslexic students who are hampered in their reading will automatically have writing problems or not. It is to supporting the fact that reading and writing are two related skills. The disorders faced by dyslexic children is not just reading, but also writing. In specific developmental manifestation of dyslexia disorder is a form of difficulty in learning and writing (Nijakowska, 2010). The process of writing requires the ability to represent both what is heard (phonological information) and what is read (orthographic information) into the form of the orthography writing system (Pratiwi, 2018).

In psycholinguistics, writing means planning and producing language so that it can be understood (Field, 2003). Tarigan (1986) declared that writing depicted graphic symbols of the same language that both author and the readers can understand. Deficiencies in phonological representation and lexical access result in dyslexic students' difficulty to develop appropriate orthographic representations of words to be written. Therefore, dyslexic students experience obstacles in the writing process. Dyslexia children often have writing difficulty just as reading because they are related to the literation process (Re & Cornoldi, 2015).

There are some studies related to spelling errors produced by dyslexic students in writing the dictated words designed by the researchers. The study performed by Protopapas, Fakou, Drakopoulou, Skaloumbakas & Mouzaki (2013)

investigated the spelling errors happened in writing dictation carried out by dyslexic students in Greece and determined the most common spelling errors done by them. They classified the errors into phonological errors, grammatical orthographic, stress assignment and punctuation. The result showed that the most dominant dyslexic students made grammatical mistakes (derivation and inflection) and orthography.

Study conducted by Pratiwi (2018) analyzed spelling errors in the writing of dyslexic students in elementary school located at Ketintang 2/410 Surabaya. This study was also accomplished to show the errors that mostly happened in the participants' performances. This study classified the errors into orthography, phonology and grammatical errors according to Protopapas (Protopapas, et al. 2013). The result showed that the type of spelling error that appeared the best where the students were copying and writing a list of words dictated was phonological error (1,544 times). Furthermore, it was followed by grammatical errors (396 times), and the last was orthographic errors (70 times).

The following research conducted by Meiyanti Nurchaerani, Eva Tuckyata, Sari Sujatna, Yosi Soeriasoemantri and Elvi Citraresamana, English Linguistic, Faculty of Humanities, Universitas Padjadjaran Bandung Indonesia (2013) mainly aimed to acknowledge the error made by dyslexic students based on Border & Jariico (1982), particularly on the spelling error in the writing process. The result of this study showed that some samples experienced the difficulty of Dysphonic-dyslexia. It was shown that both students were not able

to write the letter 'g' and 'p' in the middle of the word. However, they were able to differentiate the letter 'g' and 'p' in the initial letter and the last letter of the word.

Based on the previous studies above, it can be perceived that spelling errors in dyslexic children can be found through their activities. Pratiwi (2018) who conducted her research to fourth to five grade students in elementary school argued that dyslexia children generally had difficulty in reading. In her research, they were also known to have writing difficulty. A roadblock to the writing process involved spelling errors in the spelling of words.

Current research generally utilizes dictation methods and words as the instrument in order to see the spelling errors of dyslexic students according to the theory of Protopapas, et al. (2013). Word dictation is chosen because the researcher aims to consolidate the evidence that dictating and writing are related to each other. In words dictation, it will be solely affected by the internal aspects of the students.

In writing dictated words, there is initially a process of hearing (audio) by understanding and dividing the spoken words into each sound component (phoneme), and is followed by accessing assistant storage into the brain (decoding) (Field, 2003). In addition, there are recalling information that occurred and choosing the right grapheme to represent each phoneme.

According to earlier research, the emphasis has been on almost entirely on the spelling errors that occur in writing dictated words. What is needed in

this study is to give attention to spelling errors in dictated words written by dyslexia students in their sixth grade of elementary school. Reading comes as an early stage before learning (Abdurrahman, 2010), and therefore, the researcher assumes that when the dyslexic students are in their sixth grade, they will still be able to experience writing difficulty and it is in the level of basic writing skills namely words. This might be influenced by the dyslexic students' memory.

This research is conducted to four dyslexic students in three schools in Surabaya. Those schools are SDN Klampis Ngasem 1, SDN Kapasari 1, and SDN Mojo 3 Surabaya. They are public elementary schools in Surabaya which are controlled and supervised by the government. In the learning process, those schools separate students with special needs and normal students. Therefore, students with special needs get more attention to be trained by the teachers. The author has confirmed that students in those schools have been confirmed as suffering from dyslexia. Those schools have dyslexic students in the sixth grade that matches to what is needed in this study.

The participants are in the sixth grade during the school period of 2018-2019. This research is a part of research project composed by Masitha Achmad Syukri, M.Hum. Concerning on "Word-Level Writing Skill in Dyslexic Students of Elementary School" that has been conducted from 2017 to now.

## **1.2 Statement of the Problems**

Based on the background of this study, the writer aims to find out and explain the spelling errors produced by dyslexic students according to the theory of Protopapas (2013, in Duranovic, 2016). This goal is represented by the following questions:

1. What are the types of spelling errors in writing words by dictation produced by dyslexic students in the 6<sup>th</sup> grade of elementary school?
2. What are the types of spelling errors which are the most frequently found in dictation produced by dyslexic students in the 6<sup>th</sup> grade of elementary school?

## **1.3 Objectives of the Study**

Basically, the objective of this study is for elaborating the spelling errors in the dictated words written by dyslexic students in the 6th grade of elementary school. In addition, this study also discusses the spelling errors proposed by Protopapas (2013) which mostly emerges.

## **1.4 Significance of the Study**

This study has two contributions, both theoretically and practically. Theoretically, it is expected to contribute to the field of Psycholinguistics, especially on the topic of dyslexia and literacy development occurs on the dyslexia students, more specifically for their writing development. The author expects that this study gives some deeper insight about dyslexia as this is a continuation of the research of Pratiwi (2018) about spelling errors in

writing words by copying and dictation towards dyslexic students at the fourth to fifth grade.

Practically, the author anticipates that this study can be one of the references for the parents to understand well about their children. It is essential as the role of the parents is the most vital in the education of the children's literacy development. The children's abilities and approaches are different from each other. In addition to parents, the result of this study can also be used by the teachers or practitioners in learning activities of dyslexia students. Moreover, the author also hopes that this study can increase public concern about the importance of literacy development, especially for specialized skills like reading and writing.

### **1.5. Definition of Key Term**

To understand this study, there are some important words which need to be understood to clarify the meaning.

Dyslexia : Dyslexia is a specific learning difficulty caused by neurological factors characterized by difficulty in recognizing words correctly and accurately in spelling and the ability to encode symbols (Nicolson, 2008)

Spelling Errors : Spelling errors are the default of producing the right written words which may depend on the orthographical system of each language and the competencies of each individual (Protopapas, et

al. 2013).

Writing : Writing is planning and producing language to make it understandable (Field 2003).

Dictation : Dictation means the act or process of dictating material to another for transcription (Oxford Dictionary, 2017