WRITING ERROR OF DYSLEXIC STUDENTS
IN THE ASPECT OF ENGLISH LANGUAGE SPELLING

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Abstract
This study was focused on students with writing dyslexia which known as Dyslexic who have difficulties on writing in English language. The main purpose of this study is to acknowledge the error that is made by dyslexic students based on Border & Jarrico (1982) particularly on the spelling error in writing process. The study was taken at Sekolah khusus Yayasan Pantara Jakarta, Indonesia. Writing tests were used in this study. The writing and spelling test was concluded by practicing some words which were taken from Lerner’s theory especially about basic sight words which suitable for children in 3rd grade of elementary school as the means of doing the tests. The findings found that sample has experienced the difficulty of Dyseidetic dyslexia and Dysphonetic-dyseidetic dyslexia.

Keywords: Dyslexia, Dyslexic, Language disorder, Writing aspect, English language

INTRODUCTION
Dyslexia came from Greek word ‘dys’ which means difficulties and ‘lexia’ means word. The word dyslexia was introduced by Prof. Rudolf Berlin (specialist and ophthalmologist) in 1987 (Hammond and Hughes 1993:3). Recently, dyslexia has been known as one of several language disorder which affecting students on learning how to read and write. This language disorder can affect both spoken and written language. The students who have dyslexia, who have this disability called as Dyslexic. They may have the normal language skill but they still need to understand both verbal and written communication because of their problem in expressing what is in their mind in the form of the speech. As Somantri sadi, there is a weakening function of corpus calosum to decode the words, numbers, and symbols they seen or sound they heard. In this situation, a dyslexic experiences language disorder which relates to academic or cognitive skill disorder (Somantri, 2007: 200). Their problems in language processing distinguish them as a group. This means that the dyslexic has problems translating language into thought (as in listening or reading) or thought into language (as in writing or speaking) (Lerner 2000:226). Children with dyslexia use their right brain more than left brain to process language information because of weakening function of corpus colosum (Letchumy, 2006:117). Therefore, they may have difficulties in involving themselves on learning languages, which should be learned in their school.

LITERATURE REVIEW
Abdurrahman (2003:227) has to conclusions; first writing disorder is caused by visual and auditory perception impairment, second children with visual perception impairment will be difficult to discriminate the same letters forms, such as b and d. In addition, dyslexics will be difficult in reminding what they just heard because of auditory impairment.

According to Rosana (1998), dyslexics can be identified through eight main characteristics: (i) Instabilities of writing and speaking vocabularies, (ii) late in oral action, (iii) leak in arranging the content, (iv) Short-term memory, (v) unable to spell properly, (vi) Limitation of understanding; only remember things in the class but will be forgotten during
test, (vii) Inaccurate in reading and (viii) Not well-planned. If any child possesses the above-mentioned characteristics, the child is said to have dyslexia.

Miles (1998) did a survey on a comparison effectiveness of two basic learning-to-read steps among students who are under the rehabilitation in Selangor and Wilayah Persekutuan. The findings showed that from 132 chosen students who are under rehabilitation, only 40 of them are identified as possessing the characteristics of dyslexia in their learning. He had tested the sample by using the writing diagnostic method. Samples were given a few sentences to copy and result showed that subjects copied all spellings. Later he read the same sentences to the students and subjects, were asked to write it again. Result obtained very little differences. Samples were seen as inserting and deleting some words into the spelling.

According to Fitzgerald (1951) “A core of spelling words that are most frequently used in writing was determined through extensive investigations of the writing of children and adults” (as cited in Leaner 2000:464). In fact Rinsland (1945) said, a relatively small number of words do most of the work. The following estimate of needed spelling words is given (as cited in Leaner 2000:464). Fitzgerald (1955) said A basic list of 3,500 words covers the needs of children in elementary school (as cited in Leaner 2000:464).

J.P Gupta (1993) explained, levels of dyslexia that occur in the Malaysia Science University Hospital, Kelantan. The findings of the research showed that although the performance reaches 70% in the automatic skills, the auditory skills, and graphical skills, they will show poor performance in graphophonemic for both reading and writing skills. The main problem of dyslexia in Malaysia is the failure of the children in combining ‘grapheme’ and ‘phoneme’.

The diagnostic Screening Test for Developmental Dyslexia which developed by Bodder & Jerrico, (1982) is design to test and classify the types of spelling errors that a student is making (as cited in Lerner 2000: 467). Error are classified in three categories:

1. Dysphonetic dyslexia (spelling errors reflect inaccurate phonic spellings). The spelling errors that fall in this category have some of the correct letters, but the letters are placed in bizarre positions, such as ronage for orange, light for light or heows for whose. This type of error reflects a primary deficit in sound-symbol integration. Students with this problem read and spell primarily through visualization.

2. Dyseidetic dyslexia (spelling errors reflect inaccurate phonic-equivalent errors). The misspelling in this category include mistakes such as lisn for listen, atenchen for attention, pace for peace, det for debt, and sofer for chauffeur. This type of error reflects a primary deficit in the ability to perceive and recall whole words as a gestalt. Students with this problem read and spell primarily through the process of phonic analysis.

3. Disphonetic-dyseidetic dyslexia (mixed type in which both kinds of errors are reflected). Student with this error patterns make both types of errors, and they are considered the most severe cases.

RESEARCH QUESTION
The present study is undertaken to examine difficulties of 3rd grade dyslexic students, there for, seeks to answer the following questions:

1. What are the types of spelling error of 3rd grade dyslexic students?

2. What is the connection between spelling and writing that appear around writing dyslexic students?

METHODOLOGY
This study was conducted in Elementary School of Yayasan Pantara, Jakarta. It involved with 3rd grade students of Yayasan Pantara elementary school, who has dyslexic problem. The focus of this study was on
the analysis of writing errors, which the concern was on visual dyslexics from the test given to the students.

The Levinson Syndrome Theory (1994) was used in the study. Referring to Levinson, dyslexics can be divided into three; dyslexia writing, writing and arithmetic. However, this study was only focusing on dyslexia in writing. In this syndrome, dyslexic are failed to balance their memory to memories letters with sentences regardless visual or auditory. Thus, dyslexics tried their best to memorize the shape of the letters, its sounds and the combination of repeating words because they easily forget.

FINDINGS OF THE STUDY
The diagnostic test was used to fulfill the objective. The test had been administrated on 4 subjects, who have problems in capturing visuals towards the symbols of letters.

Sample 1: F (3rd grade)
In sample 1, the data is taken from a 3rd boy student who has certain difficulty on writing some letters which has been given through the test. According to his teacher, who is also a psychologist, F is a very confident boy, he has many vocabularies. He has problem of easily distracted by other object, but he is very critical. In the aspect of writing, He has committed errors of deleting, exchanging predicting and inserting some letters in a word. Based on Learner (2000 : 464), he probably has Dysphonetic dyslexia (spelling errors reflect inaccurate phonic spellings) in word ‘white’ is written to ‘hwite’, ‘purple is written to ‘purpel’.

Figure 1. Illustration of the Handwriting of 10-year-old boy with Handwriting Disabilities
He probably has dyseidetic dyslexia (spelling errors reflect inaccurate phonic-equivalent errors) in word ‘yellow’ is written to ‘yelow’, ‘orange’ is written to ‘oranxe’, ‘queen’ is written to ‘quin’, ‘frog’ is written to ‘frok’.

Sample 2: L (3rd grade)
In sample 2, the data is taken from a 3rd girl student who has certain difficulty on writing some letters which has been given through the test. According to his teacher, who is also a psychologist, L is a confident girl, but hasty. However, she doesn’t have many vocabularies. She has problem of easily distracted by other object, but she is very critical. In the aspect of writing, She has committed errors of deleting, exchanging predicting and inserting some letters in a word.

Figure 2. Illustration of the Handwriting of 10-year-old Girl with Handwriting Disabilities

Based on Learner (2000 : 464), she probably has dyseidetic dyslexia (spelling errors reflect inaccurate phonic-equivalent errors) in word ‘hand’ is written to ‘hend’, ‘queen’ is written to ‘kewin’, ‘frog’ is written to ‘froo’, ‘dog’ is written to ‘dok’, ‘bus’ is written to ‘bas’, ‘bet’ is written to ‘bet’, ‘table’ is written to ‘tabel’, ‘red’ is written to ‘ret’, ‘green’ is written to ‘gerin’, ‘purple’ is written to ‘perper’, ‘pink’ is written to ‘ping’, ‘blue’ is written to ‘belu’, ‘grey’ is written to ‘geki’, ‘black’ is written to ‘belek’, ‘girl’ is written to ‘gel’, ‘book’ is written to ‘buk’, ‘window’ is written to ‘windo’, ‘yellow’ is written to ‘yelo’, ‘orange’ is
written to ‘ores’, ‘white’ is written to ‘what’.

Sample 3: TSA (3rd grade)
In sample 3, the data is taken from a 3rd girl student who has certain difficulty on writing some letters which has been given through the test. According to his teacher, who is also a psychologist, TSA doesn’t have many vocabularies. She lacks of ability and confidence. In the aspect of writing, She has committed errors of deleting, exchanging predicting and inserting some letters in a word.

Based on Learner (2000 : 464), she probably has Dyseidetic dyslexia (spelling errors reflect inaccurate phonic-equivalent errors) in word ‘hand’ is written to ‘hen’, ‘queen’ is written to ‘kvn’, ‘girl’ is written to ‘gel’, ‘book’ is written to ‘buk’, ‘frog’ is written to ‘forak’, ‘rabbit’ is written to ‘rebit’, ‘dog’ is written to ‘dok’, ‘bus’ is written to ‘bas’, ‘bed’ is written to ‘bet’, ‘table’ is written to ‘tabl’, ‘window’ is written to ‘windo’, ‘red’ is written to ‘ret’, ‘yellow’ is written to ‘yelong’, ‘orange’ is written to ‘oren’, ‘green’ is written to ‘gin’, ‘purple’ is written to ‘pepel’, ‘pink’ is written to ‘ping’, ‘blue’ is written to ‘belu’, ‘grey’ is written to ‘gere’, ‘black’ is written to ‘belek’, ‘white’ is written to ‘hawet’.
Sample 4: R (3rd grade)
In sample 4, the data is taken from a 3rd boy student who has certain difficulty on writing some letters which has been given through the test. According to his teacher, who is also a psychologist, R has average vocabulary and always rush things. He has problem of easily distracted by other object. In the aspect of writing, He has committed errors of deleting, exchanging predicting and inserting some letters in a word.

Figure 4. Illustration of the Handwriting of 10-year-old boy with Handwriting Disabilities

Based on Learner (2000 : 464), He probably has Dysphonic-Dyseidetic dyslexia. He has committed errors of deleting, exchanging predicting and inserting. He has Dysphonic dyslexia (spelling errors reflect inaccurate phonic spellings) in word, ‘purple’ is written to ‘purpel’. Based on Learner (2000 : 464), he has Dyseidetic dyslexia (spelling errors reflect inaccurate phonic-equivalent errors) in word ‘hand’ is written to ‘hatt’, ‘queen’ is written to ‘kequn’, ‘frog’ is written to ‘forak’, ‘rabbit’ is written to ‘rabbit’, ‘bus’ is written to ‘bas’, ‘beb’ is written to ‘bet’, ‘table’ is written to ‘tabel’, ‘red’ is written to ‘ret’, ‘green’ is written to ‘gerin’, ‘purple’ is written to ‘perper’, ‘pink’ is written to ‘ping’, ‘blue’ is written to ‘belu’, ‘grey’ is written to ‘geret’, ‘black’ is written to ‘belek’, ‘girl’ is written to ‘gere’, ‘yellow’ is written to ‘yelong’, ‘orange’ is written to ‘orengeis’, ‘purple’ is written to ‘perpel’, ‘pink’ is written to ‘ping’, ‘blue’ is written to ‘belu’.

5. Conclusion
Based on the The Screening Test for Developmental Dyslexia, it was found that sample 1 and 4 has experienced the difficulty of Dysphonic-dyslexia.
The sample 2 and 3 has experienced the difficulty of Dyseidetic dyslexia. From the sample 1 and 2 above, it is shown that both students are not able to write the letter ‘g’ and ‘p’ in the middle of the word. However they are able to differentiate the letter ‘g’ and ‘p’ in the front letter and the last letter of the word.

Acknowledgement
The research is supervised by Dr. Eva Tuckytasari, M.Hum.

Thanks to Miss Asih Nur Imda, S.Psi and Mrs Joyce Theresia,Psi at Sekolah khusus Yayasan Pantara Jakarta,

Thanks to Universitas Padjadjaran, Bandung, Indonesia.

References

Appendix
Appendix 1. Screening Test for Developmental Dyslexia

Appendix 2. Data sample of Screening Test for Developmental Dyslexia

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