

ALPHABET SUBSTITUTION OF DYSLEXIA STUDENTS AT YAYASAN PANTARA JAKARTA; A PSYCHOLINGUISTICS STUDY

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Abstract

This article is entitled “*Substitution in Dyslexia Student of Yayasan Pantara Jakarta: A psycholinguistics Study*”. The purpose of the study is to get more understanding about Substitution which is commonly experienced by several *Dyslexic* elementary school students between 8 to 10 years old who are studying in the 2nd to 4th grade of Sekolah Dasar Yayasan Pantara Jakarta, a very special school for those who experience *Dyslexia*, *Dysgraphia*, *Dyscalculia* and other special needs, which is located in Jalan Tebet Raya Jakarta Pusat. The main theory used for this study are taken from O’Grady (1997) which particularly concerns about Psycholinguistics study, Gribben (2012) which mainly concerns about Dyslexia and Mc. Manis (1998) which focuses on Substitution. This is an experimental study with the students as the object of the research. Writing tests were explicated in this study. The writing test was concluded by practicing some words which are taken from Lerner’s theory about basic sight words which suitable for children in 2nd to 4th grade of elementary school students and also from Swadesh’s 200 basic words which are already taught by their teacher while they are studying in their school. Meanwhile, the method used is descriptive-qualitative. The data is collected using qualitative method and furthermore is analyzed using descriptive method. This study brings out the finding that there is certain types of substitution commonly found among elementary school students in Yayasan Pantara Jakarta.

Keywords: psycholinguistics, dyslexia, substitution

Abstrak

Artikel ini berjudul “*Substitusihuruf pada Siswa Disleksia di Yayasan Pantara Jakarta: Studi Psikolinguistik*”. Tujuan dari penelitian ini adalah untuk mendapatkan pemahaman lebih lanjut tentang Substitusi yang umumnya dialami oleh beberapa siswa sekolah dasar disleksia antara 8 hingga 10 tahun yang belajar di kelas 2 hingga 4 Sekolah Dasar Yayasan Pantara Jakarta, sekolah yang sangat khusus bagi mereka yang mengalami *Dyslexia*, *Dysgraphia*, *Dyscalculia* dan kebutuhan khusus lainnya, yang terletak di Jalan Tebet Raya Jakarta Pusat. Teori utama yang digunakan untuk penelitian ini diambil dari O’Grady (1997) yang terutama membahas tentang studi Psikolinguistik, Gribben (2012) yang terutama membahas tentang *Dyslexia* dan Mc. Manis (1998) yang berfokus pada Substitusi. Ini merupakan penelitian eksperimental dengan siswa sebagai objek penelitian. Tes menulis dijelaskan dalam penelitian dengan melatih beberapa kata yang diambil dari teori Lerner tentang kata-kata dasar yang cocok untuk anak-anak di kelas 2 hingga 4 siswa sekolah dasar dan juga dari 200 kata dasar Swadesh yang sudah diajarkan oleh guru mereka saat mereka belajar di sekolah mereka. Sementara itu, metode yang digunakan adalah deskriptif-kualitatif. Data dikumpulkan menggunakan metode kualitatif dan selanjutnya dianalisis menggunakan metode deskriptif. Penelitian ini menghasilkan temuan bahwa ada beberapa jenis substitusi yang biasa ditemukan di kalangan siswa sekolah dasar di Yayasan Pantara Jakarta.

Kata kunci: psikolinguistik, disleksia, substitusi

Literature Review

Psycholinguistics is one of Linguistics study which concerns to how language processes in human mind. It also concerns to Language Disorder. one type of language disorder is known as dyslexia. Dyslexia is happened to some children on learning language, particularly in reading and writing aspects. Some experts mentioned that Dyslexia is not a disease. The word dyslexia itself was introduced by

Prof. Rudolf Berlin (a specialist and ophthalmologist) in 1987 (Hammond and Hughes 1993:3). The Dyslexia students commonly have experienced some difficulties on producing some words both in oral or written expression. There are a lot of researchers who concern about reading aspect, but lack of them who concern about writing aspect. Therefore, the writer would take writing aspect as the instrument of this study.

McManis et. al (2001) states, Substitution is the replacement of one sound, which comes later in an utterance for one which comes earlier.

Intended Utterance
Splicing from one tape
Actual Utterance
Splicing from one tape

According to direct interview with Prof. Dr. Dudih A. Zuhud (2014), Substitution is the replacement of one and more sounds of a word taking the place of the other sound change position

Intended word
Hope
Actual word
Hole

This paper hopefully might describes some explanation about some errors in language production, especially in written expression and focuses on Substitution which often occurred among dyslexia students.

Theory & Methodology

The theory used for this study are taken from O’Grady (1997) which particularly concerns about Psycholinguistics, Gribben (2012) which mainly concerns about Dyslexia and Mc. Manis (1998) which focuses on Substitution.

In collecting the data, the writer uses note-taking technique and observation. Based on Fields (2003:49), this research uses experimental technique data collecting. They are taken from the elementary school students with Dyslexia and error in word production of elementary school students at Yayasan Pantara Jakarta, a very special school that deals with dyslexia, using an ‘informal test’ based on Lerner (2000). This is an experimental study with the students as the object of the research. Writing tests were explicated in this study. The writing test was concluded by practicing some words which are taken from Lerner’s theory about basic sight words which suitable for children in 2nd to 4th grade of elementary school students and also from Swadesh’s 200 basic words which are already taught by their teacher while they are studying in their school, particularly around 8 to 10 years old who suffer Dyslexia.

In this research, the writer uses descriptive-qualitative method. It is relevant to the argument of Maxwell (2000), pointing that qualitative data rely on words in description rather than numbers. It is used to describe Substitution that happened around elementary school students at Yayasan Pantara Jakarta.

Finding & Discussion

This study involved 9 Dyslexia Students as the Participants. All of them are studying in the same grade (3rd grade of elementary school). They are particularly in the same ages (9 years old). The discussion of *substitution* has found that there are four students have substitution problems and involve nineteen of twenty six words in total. The words are:

girl, purple, yellow, pink, black, green, red, bus, dog, queen, frog, bed, white, table, hand, rabbit, brown, orange, window.

Those words are misspelled by some students, where as a character, or even more, is confused with the others.

Table 1

Table of Substitution Data 1

No	Intended Words	Misspelled words
1	QUEEN	QUIN
2	FROG	FROK

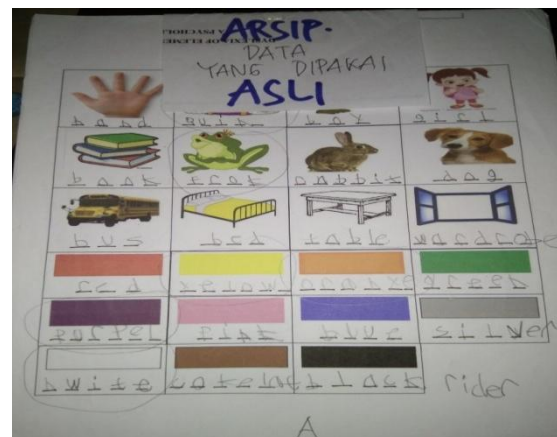


Image 1

Illustration of the handwriting of DATA 1

Data 1: F(3rd grade)

The data is taken from a 3rd grade boy student who experienced in making some errors by putting some wrong letters in some words which are given through the test. According to his teacher, a psychologist, F is a very confident boy, he has many vocabularies. He has problem of easily distracted by other object, but he is a very responsive person. In the aspect of writing, He committed errors of replacing some letters in a word. The first word is ‘Queen’. The student F wrote ‘Quin’ It means that he experienced Substitution particularly in the third and fourth letter and he also omitted the fifth letter. He replaced double ‘e’ in the third and fourth letters to ‘i’. The second word is ‘Frog’. He wrote ‘frok’. He experienced Substitution particularly in the fourth letter. He replaced the letter ‘g’ in the fourth letter to ‘k’.

Table Data 2

No	IntendedArds	Misspelled words
1	HAND	HEND
2	QUEEN	KEWIN
3	FROG	FORO
4	DOG	DOK
5	BUS	BAS
6	TABLE	TEBEL
7	RED	VET
8	GREEN	GERIN
9	PINK	PING
10	PURPLE	PERPER
11	BLACK	BELEK

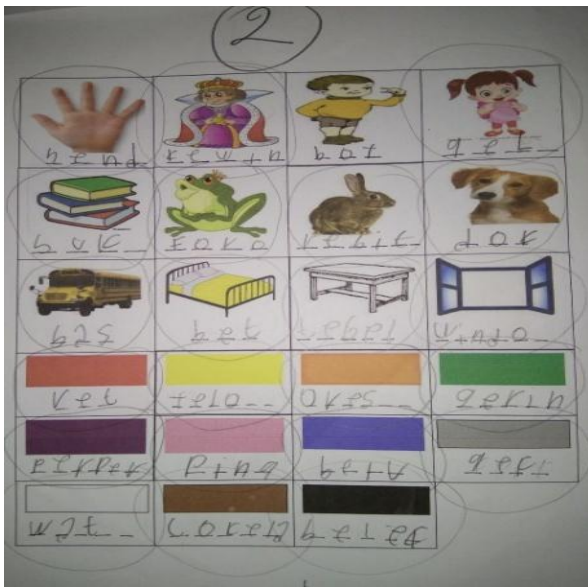


Image 2

Illustration of the handwriting of DATA 2

Data 2: L (3rd grade)

The data is taken from a 3rd grade girl student who experienced in making some errors by putting some wrong letters in some words which are given through the test. According to his teacher, a psychologist, L is a confident girl, but hasty. However, she doesn't have many vocabularies. She is easily distracted by other object, but she is a very critical student. In the aspect of writing, she committed errors of replacing some letters in a word. The first word is 'Hand'. The student L wrote 'Hend'. It means that she experienced Substitution particularly in second letter. She replaced the letter 'a' in the second letter to 'e'. The second word is 'Queen'. She wrote 'kewin'. She experienced Substitution particularly in the first, second, third and fourth letters. She replaced Q-U-E-E to K-E-W-I. The third word is 'FROG'. She wrote 'FORO'. She experienced Substitution particularly in the second, third and fourth letters. She replaced R-O-G to O-R-O. The fourth word is 'Dog'. She created 'Dok'. She experienced Substitution particularly in the third

letter. She replaced 'g' to 'k'. The fifth word is 'BUS'. The student L wrote 'BAS'. She experienced Substitution in the second letter. She replaced 'U' to 'A'. The sixth word is TABLE she wrote TEBEL. She experienced Substitution particularly in the second, fourth and fifth letters, which are A-L-E to 'E-E-L. The seventh word is RED. She wrote VET. She experienced Substitution particularly in the third letter, she replaced 'R-D' to 'V-T'. The eighth word is GREEN. She wrote GERIN. She experienced Substitution particularly in the second, third and fourth letters, she replaced 'R-E-E' to 'E-R-I. The ninth word is PURPLE. She wrote PERPER she experienced Substitution particularly in the second, fifth and sixth letter, she replaced 'U-L-E' to 'E-E-R'. The tenth word is PINK she wrote PING she experienced Substitution particularly in the fourth letter, she replaced 'K' to 'G'. The eleventh word is BLUE she wrote BULE she experienced substitution particularly in the second and third letter, she replaced 'L-U' to 'U-L. In the twelfth word is BLACK she wrote BELEK she experienced substitution particularly in the second, third and fourth letters by replacing letters 'L-A-C' to 'E-L-E'.

Table Data 3

No	IntendedArds	Misspelled words
1	QUEEN	KEQUN
2	GIRL	GERE
3	BUS	BAS
4	BED	BEB
5	RED	RET
6	YELLOW	YOLONG
7	GREEN	GERIC
8	PURPLE	PERPEL
9	PINK	PING
10	BLACK	BELEK



Image 3

Illustration of the handwriting of DATA

3Data 3: TSA (3rd grade)

The data is taken from 3rd girl student, who experienced in making some errors by putting somewrong letters in some words which are given through the test. According to his teacher, a psychologist, TSA doesn't have many vocabularies, she has lack of ability and confidence. In the aspect of writing, she committed errors of selenting, exchanging, predicting and inserting some letters inword.

The first word is 'Queen'. The student TSA wrote 'Kequn'. It means that she experienced Substitution particularly in the first, second, third, fourth and fifth letter. She replaced the letter 'Q-U-E-E-N'to 'K-E-Q-U-N'. The second word is 'GIRL'. She wrote 'GERE'. She experienced Substitution particularly in the second, and fourth letters. She replaced I-L to E-E. The third word is 'BUS'. She wrote 'BAS'. She experienced Substitution particularly in the second letter. She replaced 'U' to 'A'The fourth word is 'BED'. She created 'BEB'. She experienced Substitution particularly in the second letter. She replaced 'D' to 'B'. The fifth word is RED. She Created is RET. She experienced Substitution particularly in the third letter. She replaced 'D' to 'T'. The sixth word is 'YELLOW'. She created 'YOLONG'. She experienced Substitution particularly in second, fourth, fifth and sixth letters. She replaced 'E-L-OW' to 'O-O-N-G'. The seventh word is 'GREEN' she wrote 'GERIC'. She experienced Substitution particularly in the second, third, fourth and fifth letters. She replaced 'R-E-E-N' to 'E-R-I-C'. The eighth word is 'PURPLE'. She created 'PERPEL'. She experienced Substitution particularly in the second, fifth and sixth letters. She replaced 'U-L-E' to 'E-E-L'. The ninth word is 'PINK'. Shewrote'PING'. She experienced Substitution particularly in the fourth letter. She replaced 'K' to 'G'. The tenth word is 'BLACK'. She created 'BELEK'. She experienced Substitution particularly in the second, third and fourth letters. She wrote E-L-E instead of L-A-C.

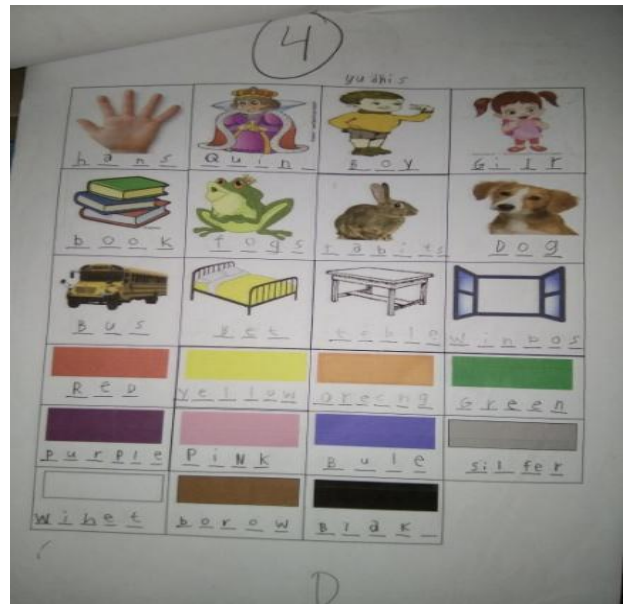


Image 4
Illustration of thehandwriting of DATA4

Data 4: R(3rd grade)

The data istakenfrom3rdgirl student, the student certainly has a difficulty of writing, has average vocabulary and always rush things, She has problem of easily distracted by other object. In theaspect of exchanging predicting and inserting some letters in a word. The first word is 'HAND' the student F wrote 'HANS'its means that experienced Substitution particularly in the fourth letter. She replaced 'D' to 'S' The secondword is 'Frog'. She wrote 'FOGS'. She experienced Substitution particularly in the second, third and fourthletters. She replaced the letter 'R-O-G' to 'O-G-S'. The third word is 'RABBIT'. She created 'RABITS'. She also experienced substitution particularly in fourth, fifth and sixth letters. She replaced the letter 'B-I-T' to 'I-T-S. The fourth word is 'BED'. She created 'BET'. She experienced Substitution particularly in third letter by replacing 'D' to 'T'. The fifth word is 'WINDOW' she wrote 'WINBOS'. She experienced Substitution particularly in the fourth and sixth letters. She replaced 'D-W' to 'B-S'. The sixth wordis'WHITE'. She wrote 'WIBET'. She experienced Substitution particularly in the second, third, fourth and fifth letters by substituting 'H-I-T-E to 'I-B-E-T. The seventh word is 'BROWN'. She wrote 'BOROW'. She experienced Substitution particularly in the second, third, fourth and fifth letters. She replaced 'R-O-W-N'to'O-R-O-W. The eighth word is 'ORANGE'. She wrote 'OREENG'. She experienced Substitution particularly in the third, fourth, fifth and sixthletters by replacingA-N-G-E to E-E-N-G.

Table Data 4

No	IntendedArds	Misspelled words
1	HAND	HANS
2	FROG	FOGS
3	RABBIT	RABITS
4	BED	BET
5	WINDOW	WINBOS
6	WHITE	WIBET
7	BROWN	BOROW
8	ORANGE	OREENG

CONCLUSION
Table of Substitution 5

No	Correct words	Misspelled words	Students
1	GIRL	GERE	TSA
2	PURPLE	PERPEL PERPER	TSA L
3	YELLOW	YOLONG	TSA
4	PINK	PING	TSA, L
5	BLACK	BELEK	TSA, L
6	GREEN	GERIC GERIN	TSA L
7	RED	RET VET	TSA L
8	BUS	BAS BAS	TSA L
9	DOG	DOK	L
10	QUEEN	QUIN KEWIN KEQUN	F L TSA
11	FROG	FROK FORO FOGS	F L R
12	BED	BEB BET	TSA R
13	WHITE	WIBET	R
14	TABLE	TEBEL	L
15	HAND	HANS HEND	R L
16	RABBIT	RABITS	R
17	BROWN	BOROW	R
18	ORANGE	OREENG	R
19	WINDOW	WINBOS	R

Conclusion

There are two points of conclusion in this research. The first is about their knowledge of all words that are presented in the writing test, and the second is about the mistaken letters that they created in the writing test.

Point 1: It can be seen from the result of their writing test that they are actually have known and remembered exactly all the letters of a word. However, it is difficult for them to decide what letter that is suitable to put in a certain word. In other

word, it might be concluded that the most of dyslexia students of Yayasan Pantara Jakarta, particularly in 3rd grade, have experienced Substitution.

Point 2: according to the writing test result, the conclusion is all the dyslexia students of Yayasan Pantara Jakarta who experienced Substitution have some difficulties on deciding the right letter from a certain letter, particularly in the position of placing some letters in the second, third, fourth and so on.

However, the most important thing in this finding is that all the dyslexia students of Yayasan Pantara Jakarta do not have difficulty in writing the first letter.

The finding of this study are theoretically and practically useful to provide contributions in Psycholinguistics especially on Dyslexia. Hopefully, the finding of the research can be one of the references and alternative information for the next research. It may also enrich the theoretical framework of psycholinguistics study, particularly Dyslexia in a different basis phenomena and object.

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