CHAPTER I

INTRODUCTION

I. Background

"Aku punya tima diRumah tapi timanya saya tidak BeRan karena moRok
Saya hapir morok di Ajat tima saya. Saya mani Anak-anak kecai kaRena angga taun apa-
apaka
Saya di sekolah punya timanya Agung. Agung orang biak sekih."

(Aku punya teman di rumah, tapi teman saya tidak benar karena merokok. Saya hampir merokok diajak teman saya. Saya mainnya anak kecil-kecil karena enggak tahu apa-apa. Saya di sekolah punya teman namanya Agung. Agung orangnya baik sekali.)

According to Oxford dictionary, Language is system of sounds, words, patterns, etc used by humans to communicate thoughts and feelings. One of ways to express thoughts and feelings is through writing.

A normal person at age fourteen or fifteen, normally has been able to express his/her feelings and thoughts in his/her mother tongue either through written or spoken language. Thus, if there is a person at that age that has a difficulty in expressing his/her feeling, thought, or ideas, through writing for instance, we might say that he/she is not normal or in other words, he/she might have a language disorder and can be categorized as learning disability as well. It is as cited from.Www.Wikipedia.org, The Individuals with Disabilities Education act (United States) defines a learning disability in this way:

> ... [a] disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.... Learning disabilities include such conditions as

perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

It is also mentioned that someone with a learning disability does not necessarily have low or high intelligence, nor any innate ability to learn. It just means this individual has impairment to their ability due to a processing disorder such as auditory or visual processing that is harmful to normal teaching methods.

In this paper the writer would like to focus on two of learning disabilities, those are Dyslexia and Aphasia. There are many various definitions related to the Dyslexia and Aphasia. As cited from www.readingsuccesslab.com, it is stated that Dyslexia is a specific difficulty in learning to read that cannot be attributed to other factors such as low intelligence, physical disabilities such as poor vision or hearing, etc. it is more likely a brain-based disorder that is likely have a genetic component. Mar'at (2005) stated as well that a reading disability is not based on neurology impairment.

Furthermore, as revealed by Stanberry (_), The Learning Disabilities association of America (LDA) defines dyslexia as a learning disability in the area of reading. These organizations revealed that while reading is the primary problem, some definitions of dyslexia also include difficulties with writing, spelling, listening, speaking, and Math. In addition, she also reveals that the Diagnostic and Statistical manual of mental Disorders (DSM-IV), published by the American Psychiatric Association, makes no reference to dyslexia. The conditions called "reading disorder"," expressive language disorder", and "disorder of written expression" might fall under the umbrella of dyslexia.

Meanwhile, based on the explanations cited from en.wikipedia.org, Aphasia is a loss or impairment of the ability to produce and/or to comprehend language due to brain

damage such as a stroke, traumatic brain injury or other head injury. It may also develop slowly, as in the case of a brain tumor. Someone suffering from aphasia may be able to speak but not to write, or vice versa, understand more complex sentences than he/she can produce, or displays any of a wide variety of other deficiencies in reading, writing, and comprehension. It is divided broadly into two categories; they are Broca's and Wernicke's Aphasia. The damage happened in Broca's area will influence his/her language production. In contrast, the damage in Wernicke's area will influence his/her comprehension of the language. Moreover, it is explained and could be classified deeply into many types of aphasia such as proposed by Luria, Lichtheim, etc.

Derived from those explanations, the writer found a similar problem related to the writing, reading, and little speech problems towards one of students, a boy in Bakti Bangsa Open Junior high school (SMP Terbuka). In this case, he looks same as other boys in his appearance. He also has no problem in socialization or in his kinesthetic skill. In fact, he can ride a bicycle, can operate a computer well, can cook, etc. In contrast, when we test him to read, write or even dictate him, he finds difficulties in them. He knows the letters, but is unable to read certain words. He can read haltingly some words and unable to recognize others. It might be said that he has a language disorder.

Bowden (_) wrote a series of tests about Aphasia, a synopsis from Traumatic Aphasia proposed by Luria. The tests are divided into four main categories; Auditory Aphasia, Afferent Motor Aphasia, Efferent motor Aphasia, Semantic Aphasia. Subsequently, after the writer conducted a pre-research derived from those tests, it seems that the student might have a tendency in Semantic Aphasia. Thus, it relates to the

Wernicke's area. In the tests, Semantic Aphasia is divided into three. They are Primary Visual area, Secondary Visual Area, and Temporo- parieto-occipital area.

In those tests the patient has problems in cases, such as when he is asked or instructed to read; to give a dot between two pictures; to draw a circle under a square; to show his right and left hand; to write correctly what in his mind—he wrote a word backward many times: *lalu →lula*; to answer or tell names of days, for example, when he was asked what day comes before Friday, she answered it is Thursday, but, similarly he answered that it is Thursday when the writer asked him what day comes after Friday.

However, from the obtained data toward his family, it is said that he never had an accident caused brain injuries nor stoke. Based on this, there is another point of view in the same way as the characteristics found in the pre-research. Dejerine (1892) states and distinguishes three kinds of dyslexia based on their accompanying disorders; they are dyslexia without dysgraphia (pure dyslexia), dyslexia with dysgraphia, and dysphasic dyslexia.

Someone might suffer from dyslexia with dysgraphia, if one's reading and writing is disturbed, and there is or no, by comparison, a little aphasia too. Then, someone whose ability in reading is disturbed while writing performance is unaffected might undergo pure dyslexia. Meanwhile, if one's abilities in reading, writing and other language modalities are damaged might suffer from dysphasic dyslexia.

Therefore, it is challenging to do further research on him. Since the psycholinguistic study, especially related to the language disorder study seems to be rare and few discussed among our people, and quite difficult to find the sources in our department's papers. Throughout this study, the researcher intends to give some contributions for a deeper

understanding of psycholinguistics; particularly a written language production' aspects towards language disorder's person and helps the student as well to find the most problematic in his learning difficulty, specifically, to his writing ability.

II.   Statement of the Problems

Based on the background of the study, this research will analyze the problems that are presented in the following questions:

1. Which one is most of his tendencies between Dyslexia and Aphasia?

2. What kind of writing grammatical aspects such as: phonological, syntactic, and semantic, that mostly problematical?

III. The Aims of the Research

Regarding the research question above, the aims of the study are formatted as follows:

1. To find out the most tendency between Aphasia and Dyslexia?

2. To find out the most problematical of grammatical writing aspects; phonological, syntactic, and semantic.

IV. Limitation of the Problem

The researcher will limit the research into grammatical aspects in the writing performances such as phonemic, syntactic, and semantic. The syntactic structure will focus on the level of subject and predicate of the sentences while the semantic will focus on the level of lexical meaning and phoneme.

V. Methodology

In conducting this research, the writer will use qualitative and descriptive approach through a case study on psycholinguistics on language disorder's person.

Wray (1998: 95-96) states that qualitative approach includes description and analysis rather than the counting of features. Such research frequently includes longer-term observation, very detailed and close read-through of the data and relatively small numbers of subjects.

As suggested by Wray (1998:186), the researcher merely scrutinizes ongoing activities through observation method, without making any efforts to control or determine them. In addition, he states:

> Observation data is qualitative in the first instance, consisting of recordings, transcriptions and notes relating to [our] subjects' behavior and language (spoken or written). [We] may subsequently derive quantitative data from it (such as the number of words in each utterance). (1998: 187)

Descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. Descriptive method is appropriate in describing the phenomena that will be investigated because the writer then will analyze the resources that is found and chosen.

Meanwhile, Wray (1998:189-190) stipulates that case study is a means for quantitative and qualitative research, and can be suitable as well for projects in some areas of psycholinguistics. He furthermore explains that the data could be collected through the techniques of observation, interview, and/or testing and frequently could be supported by additional information, either linguistics or non-linguistic, from parents, official records.

This research commonly will need the permission of the subject and anyone else included (doctor, speech therapist, teacher, family).

VI. Data Collecting Procedures

In collecting the data, researcher will do some steps as follow:

1. Reading more relevant theories from books and other references.

2. Doing pre-research

3. Observing and interviewing further towards the subject's family

4. Taking him to the speech therapist

5. Preparing and making themes for testing his writing ability.

6. Testing the written language of subject by doing writing himself.

7. Taking him to the psychologist to have an IQ test

8. Collecting the data results of tests

VII. Data Analyzing Procedures

The procedures used by the writer in analyzing data are:

1. Reading the relevant sources from books and internet.

2. Analyzing and studying the data that has been collected using some relevant theories

3. Consulting to the related experts of this research

4. Pointing out and taking textual evidence of the subject.

5. Drawing conclusion and suggestions.

VIII. Organization of the Paper

Chapter I. Introduction

This chapter consists of background, reason for choosing the topics, research questions, aim of the study, limitation of the study, research methodology, clarification of terms, and organization of the paper.

Chapter II. Theoretical foundation

This chapter consists of review of related literature, which serves as a basic for investigating research problem.

Chapter III. Research Methodology

This chapter explains the procedures and stages of the study employed by the researcher in this paper of which the points consisted in this paper are elaborated as follow:

A. Clarification of main terms used in this paper

B. Formulation of the problem

C. Design of the study

D. Subjects of the study

E. Description on the procedures of the data collection

F. Brief description about the data analysis and interpretation

Chapter IV. Analysis and discussion

In this chapter the researcher analyzes the findings from obtained data and presents it in a systematic way. Through this way, the discussion of the findings hopefully will be easy to conduct.

Chapter V. Conclusion and Suggestion

In the last chapter, the researcher will draw some conclusions and suggestions based on the data that has been analyzed, presented, and discussed.