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Alphabet Aborting Mechanism in Writing among Dyslexic Students

Wan Muna Ruzanna Wan Mohammad¹, Vijayaletchumy Subramaniam²

¹Department of Teaching and Learning Innovation, Faculty of Education, National University of Malaysia, Bangi, Selangor, Malaysia

²Department of Malay Language, Faculty of Modern Languages and Communication, University Putra of Malaysia, Serdang, Selangor, Malaysia

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ABSTRACT

This study focuses on alphabet aborting mechanism in writing among dyslexic students. Levinson's theory is used as a platform in this study to survey the extent of dyslexic students involved in aborting alphabets in their writings. Eight dyslexic students aged 11 years old (Year 5) were made the subject of study. This study was conducted in 3 classes having Pilot Programme on Specific Dyslexia Learning Difficulty conducted in Terengganu. Field study methodology was applied and the data was analyzed descriptively based on composition writing (document analysis). The text article from the year 5 Malay Language text book titled 'spend wisely' was chosen as survey instrument. Analysis revealed that 72 alphabet aborting errors were made by subjects under study. This study is important for teachers engaged in the Dyslexia Recovery Programme and prime stream because the symptoms were identified indirectly and can be used as a tool to classify the level and programmes suitable for students in this category. As such, teaching and learning process from time to time.

KEYWORDS: Levinson Theory, Aborting Mechanism, Dyslexia Symptoms, Teaching And Learning, Malay Language.

INTRODUCTION

In developing human capital with special needs effort, the education system must be quality, relevant and holistic in line with global requirements. Individuals who have potential and excellent educational needs to develop the skills and expertise to the optimum level. With the expertise available, it can help motivate young people to cultivate an attitude like competitiveness and employability in any field of endeavor, particularly in education. Efforts to produce human capital should be implemented holistically through an emphasis on the mastery of knowledge, intellectual capital including science, technology and entrepreneurship, culture progressive attitude, experience, values, ethics and moral education [17]. Without the discipline of educators, other professionals would not exist. Human capital development will act as a determinant in enhancing the competitiveness and productivity. Similarly, children with different disabilities (the disabled) who need education to reduce illiteracy rates in Brazil especially for the disabled who have no physical problems such as slow learner, autism and dyslexia. Be aware that dyslexia are a disorder that occurs during the process of learning by children. Although dyslexic children have normal thinking like other normal child, but they have problems in reading and writing. This problem involves the way the brain processes information through what is seen and heard by children with dyslexia. Difficulty prevailing here will make it difficult for dyslexic children to stay in school.

Philosophy and Function of Special Education's Department

Philosophy of Special Education Department in Malaysia [11] is to strive continuously to produce a skilled, wing, able to plan and manage their lives and realize their potential as individuals and society which is balanced and productive. Special Education' Department serves to:

- Ensure that policies, programs and activities entrusted to the Special Education Division are carried out in accordance and in line with the policy and the National Education Philosophy
- Plan, coordinate, guide, evaluate programs and activities associated with excellence in academic programs, curriculum and increasing children's personality in special education

Corresponding Author: Wan Muna Ruzanna Wan Mohammad, Department of Teaching and Learning Innovation, Faculty of Education, National University of Malaysia, Bangi, Selangor, Malaysia. E-mail:munaruzanna@ukm.edu.my

- Plan, manage, and control resources properly to ensure proper management of special education and world-class quality
- Designing an increase innovation and creativity in the implementation of the programs and activities of special education
- Planning and managing inventories of new institutions operated under the Special Education Division

Dyslexia

Dyslexia is a combination of two Greek words namely Dys (difficulty) and Lexia (word). Then, when the two words are combined, it carries the meaning of 'word problems'. Dyslexia is a learning problem namely the difficulty of literacy, reading, writing and spelling. In [18] states that dyslexia is caused by the occurrence of delirium in children although the children have gone through the learning process in the classroom conventionally, but failed to master language skills namely reading, writing and spelling in accordance with their cognitive and intellectual abilities. In [10] defines dyslexia as a form of difficulty in learning the components of sentences, are experiencing a slow language development, problems in writing and spelling, difficult to determine the direction and time. While, in [4, 7] said students who have dyslexia have problems and difficulties to master the reading skills and having trouble reading. People with dyslexia are among the recognized categories of disabled persons have talents that may be more brilliant than normal children. For example, Albert Einstein (scientist), Whoopi Goldberg (actor), Thomas Edison (scientist), Nigel Kennedy (musician, violin), Muhammad Ali (boxer) and ArSarlyAdreSarkum (Malaysian, architect) are some of the successful people with dyslexia. However, psychologists from the Dyslexia Association of Singapore, Kevin Smith has explained that there was no relationship between dyslexia and the levels of intelligence of children.

The Cause of Dyslexia

The results of the study by [4, 10, 14] found that dyslexia are caused by factors namely genetic, biological and maturity. In genetic or hereditary factors, this occurs when the genes have been passed down to children with dyslexia through his parents' chromosomes. Through the research conducted, it is evident that individuals with dyslexia have a family background that has a syndrome of dyslexia as has been found by [6] that dyslexia is caused by chromosome 15, 1, 16 handed down from generation to generation. In [3] conducted a study on 12 cases of monozygotic twin pairs and found the problem of dyslexia has been existing in the family genes of the child. Actually, they were having trouble reading and spelling since childhood. Gender ratio found by [3] found that boys are more dyslexic than girls, which is a rate of 3: 1 or 2: 1. Statistics show school children between 5 and 17% suffer from dyslexia and learning disabilities, an estimated 80% who suffer as a dyslexic.

From the biological point of view, factors between the occurring of dyslexia are due to the premature at birth, lack of oxygen during birth and the occurrence of problems during birth. These factors will be the cause of the slowness and imperfection of brain development in newborns. This has resulted in the growth of the brain is not mature, thus result in a disproportionate part of the brain that controls reading and spelling are not fully functional. If the left hemisphere which controls the reading system is weak, then it implies that there was a reversal of alphabets and words as experienced by dyslexic children. Referring to the maturity factor, usually boys mature later than girls. According to [12], children who have various deficits or lack due to the delay of the brain to function. Dyslexic children's brains operate differently compared with normal children.

The Problem Statement

In the learning process of children with dyslexia, spelling errors and reversals of alphabets and words have become synonymous with them. Children with dyslexia have problems in basic literacy and numeracy skills [15]. According to [2, 9] state that dyslexic children have problems and difficulties in reading, writing, spelling and arithmetic. Lack of attention, focus and emphasis by parents and teachers in the delirium of alphabets (h-n, c-e, f-t, g-q), the alphabets reversed (m-w, h-y, n-u) and point the inverse (p-q, b-d), this makes the problem of dyslexia more difficult to overcome. With this disorder, it is described that the child has symptoms of dyslexia. This issue is supported by [20] have discovered earlier the problem involving alphabets that are almost the same, namely b-d, c-e, h-n, m-w, m-n, p-q, u-n, y-g-j as well as alphabets that sound almost the same, for example t-h and f-v.

METHODOLOGY

This study is a descriptive analysis of the document. In [8]theory pioneered by Levinson has been adapted in this study as a basis for analyzing the data. According to him, dyslexia can be divided into 3 aspects namely writing, writing and arithmetic. In this syndrome, dyslexic failed to offset the long-term and short term memory. This is

evident when the child is unable to write words just by listening without seeing the word. So, dyslexic try our best to memorize the shape of the sound, sound and a combination of repetition of syllables because they are easily forgotten. Thus, the focus of study only focused on the writing of dyslexic children. A total of 3 schools that run Pilot Program Specific Learning Difficulties Dyslexiain Terengganu has been used as the place of study. A total of 27 children registered as disabled (Orang Kelainan Upaya) under the category of Specific Learning Disabilities Dyslexia. However, the main focus of this study is children aged 11 years in the class of Year Five with the total of 8 pupils. The instrument used in this study is based on the essay writing of an article in the textbook of English for Year Five, entitled "Spend Wisely".

RESULTS AND DISCUSSION

This study focuses on the mechanism of aborting the alphabets in essay writing of dyslexic students. Mechanism errors in aborting alphabets is one of the 7 mechanism offenses outlined in [8] theory. In [19] see the mechanical problem in writing skills of dyslexic children who attend Special Education Integration Programme in Kuching. The results of the observations found that 4 writing problems that have been identified namely how to hold a pencil, how to form alphabets, font size that is not consistent as well as writing (spelling). Whereas, in [13] said visual dyslexia is a tendency to reverse the alphabets such as b, d, d, q, p, q, u, n and m-w. In fact, they are also often reversing the word such as gula-lagu, hospital-hospital and others. They are likely to have problems in visual motor gestures that cause visual problems. Problems found in this study indirectly show the relationship with the findings.

Alphabet Aborting Mechanism in Writing

Errors in the aspects of aborting mechanism in writing are divided into two parts namely aborting in terms of words and alphabets. Given the results of the analysis carried out on the respondents (SK) test paper found that the word aborting is not found. Then, this research just focuses on aspects of aborting-alphabet errors.

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SK	Error							
SK 1	di bangku	keperluan	Perlu	membuat				
	memerlukan	perasaan	Pengguna	memerlukan				
	membawa	berubah-ubah	Mempunyai					
SK 2	di bangku	mempunyai	wang (6)	barangan (2)				
	kehendaki	pelbagai	Berbelanja	keperluan				
	sesuatu	pengguna	ingini	berbelanjalah				
SK 3	di bangku	barangan	Seperti	memerlukan				
	mengikut	nafsu	Perasaan	berubah-ubah				
	pilihan	sesuatu	Jadilah	pengguna				
SK 4	barangan	personalannya	berubah-ubah	untuk				
	sesuatu	membuat	Pengguna	berlumba-lumba				
SK 5	Pengguna (2)							
SK 6	digunakan	pengguna (2)	Barangan	terutamanya				
SK 7	di bangku	penukaran	Mengikut	perasaan				
	berfikir	membuat	pengguna (2)	berlumba-lumba				
	golongan							
SK 8	keperluan (2)	sekadar	Hendak	pengguna				
	membeli							

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Table 1 shows the results of the analysis in the aspects of aborting. Alphabets that have been marked in bold indicates an error to drop the alphabet by the subjects of study. The table above also shows 63 errors from the aspect of aborting that has been detected from the writing test results that have been carried out on 8 pupils (SK). Here are some examples of aspects of aborting errors made by SK.

(1) OS	:	Kita masih di bangku sekolah.
SK 1/2/3	:	Kita masih di <u>banku</u> sekolah.
SK 7	:	Kita masih di <u>baku</u> sekolah.
(2) OS	:	penukarandengan barangan yang
		kita kehendaki .
SK 2	:	penukarandengang <u>baranan</u> yang
		kitakehedaki.
SK 3/6	:	penukarandengan <u>barang</u> kitakehendaki.
SK 4	:	penukarangdenganbaragan yang
		kitakehendaki.

(3) OS : ... berbelanja mengikut keperluan ataupun sekadar menurut nafsu.

SK 1 : ... berberlanja mengikut <u>kepeluan</u> ataupuh Sekadar menurut nafsul.
SK 2 : ... berbelanja menekok <u>kePeruan</u> atauaPun Sekadar menutuk nafsu.
SK 8 : ... berberlanja memikut <u>kepeluan</u> atau pun <u>sekada</u> menurut nasut.

The results of the analysis carried out on the writing of SK showed subsection (3) SK 1 and SK 8 dropped the alphabet <r> the word <keperluan> to <kepeluan>. In paragraph (3), SK 8 has committed two aborting errors, namely the word <keperluan> and <sekadar>. In the word <sekadar>, SK 8 dropped the alphabet <r> to a word which is <sekada>. While SK 2 had dropped the alphabet <l> at <keperluan> to <keperluan>.

This situation also applies to dyslexic because their long-term memory is limited considering the procedures in phonetics and morphology. Dyslexic generate short-term memory in daily activities and also in learning. Their memory will be a normal thing to see, do and also the environment which also affect memory and learning.

(4) OS: Jadilah seorang pengguna yang bijak.

SK 1/2/3/5/6/7/8: jadilah seorang <u>penguna</u> yang bijak. SK 3: jalah seorang <u>penguna</u> nya bijak.

Based on the examination paper that was submitted, it was found that paragraph (4), SK 1, SK 2, SK 5, SK 6, SK 7 and SK 8 had made a mistake in the word <pengguna> by writing as <penguna>. All the 6 of SKs' has been making the same mistake by dropping alphabets <g> in the word <pengguna>. This happens due to confusion over the spelling using the prefix peN-. In [5] says that the prefix peN- is distinguished by pe-. The difference lies in the element of morpho-phoneme N articulatery shape to become ø, m, n, ny, ng or nge in the context of phonology and morphology of the base that receives the prefix peN-. While SK 3 has made two errors in the paragraph above namely the word <jadilah> and <pengguna> by writing the word <jalah> and <pengguna>. SK 3 has dropped the syllable / di / in the word <jalah> to <jalah> and drop the alphabets <g> from the word <pengguna> to <penguna>.

By referring to Table 1, it is found that the second highest aborting errors with 68 aborting faults was done by the SKs' with the errors in the aspect of making guesses or. It can be concluded that the offences of aborting errors has several factors that resulted in such case that are the effect of oral language has influenced the writing of the spelling, the interference of the Terengganu's dialect also influence the mastery of using the affixes. These factors are true from the errors in spelling make by the SKs'. In fact, not only that but the rate of brain function to store information in the long and short term also affects the learning process of children with dyslexia. According to [16], dyslexic children have short memories were so weak that cause difficulties for dyslexic children to remember what had been said. Age of the children with dyslexia does not affect the actual maturity of the children.

CONCLUSION

Dysphagia Dyslexia is a learning disability that is related to the difficulty in spelling, neatness in handwriting and problematic in transferring information into writing on the paper. This is because, the process of writing requires a set of skills and fine motor skills of information processing [1]. The imbalance in the brain maturation process in controlling the process of reading and spelling will cause confusion to children with dyslexia. When the cerebral hemispheres is problematic, then mastery of reading and spelling skills will also be a problem.

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