

**A PSYCHOLINGUISTIC ANALYSIS ABOUT LANGUAGE
DISORDER OF DYSLEXIC CHARACTER IN
“TAARE ZAMEEN PAR” MOVIE**

UNDERGRADUATE THESIS



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ENGLISH EDUCATION PROGRAM
2020**

APPROVAL

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UNDERGRADUATE THESIS

Presented to
State Institute of Islamic Studies of Jember
In Partial Fulfillment of the Requirements
for Degree of Strata-1
English Education Department
Faculty of Tarbiyah and Teacher Training

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UNDERGRADUATE THESIS

Had Been Examined and Accepted
In Partial Fulfillment of the Requirements
for Degree of Strata-1
Faculty of Tarbiyah and Teacher Training
English Education Department

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Date : 24 January 2020

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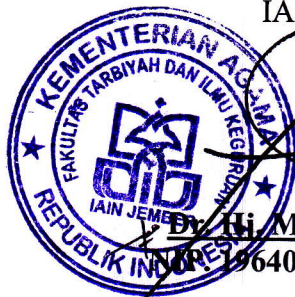
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MOTTO

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ﴿٤﴾

Meaning : “Verily, we created man in the best stature (mould).”¹
(Q.S At-Tin : 4)

¹Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*. (Medina:Dar-us Salam Publications, 1996), 842.

DEDICATION

In the name of Allah, the Beneficent the Merciful, this thesis is dedicated to:

1. The most special person, his beloved parents (Mu'alim and Eny Farida), have given their support during his study and his process in writing this research. He thanks for their kindness, support and patience.
2. My sisters, Eka Wulandari larantika Mu'alim. My brother, Anugrah agung Pambudi, have given their support for him to always keep spirit for his life.
3. Beloved best friend, Rizal Nurfian and Ridho pamungkas, have given their support and always make him fun everyday
4. Beloved friend, the member of Affection Class and Sunshine Class who support and help the researcher during writing the undergraduate thesis

IAIN JEMBER

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this undergraduate thesis. Peace and blessing from Allah be upon to Allahs Messenger, Prophet Muammad, his family, his companions, and all of his followers.

It is the great honor for the writer to make acknowledgement of indebtedness to convey him sincere gratitude to the help in finishing this undergraduate thesis.

Alhamdulillah, the researcher has finished this undergraduate thesis. Absolutely it is not an effort by himself alone, there are many "hands" which help him. In this occasion, he presents great honor to:

1. Mr. Prof. Dr. H. Babun Soeharto, SE., MM., as Rector of IAIN Jember.
2. Mrs. Dr. Hj. Mukni'ah, M.Pd.I., as Dean of Faculty of Tarbiyah and Teachers Training of IAIN Jember.
3. Mr. Asari, M.Pd.I., as Head of English Education Department of IAIN Jember.
4. Mrs. Dewi Nurul Qomariyah, M.Pd., as the Adviser who has patiently given valuable advice and guidance to finalize this research.
5. All lecturers who have taught in English Education Program IAIN Jember, thank you for giving a lot of knowledge, advices, and the experiences during teaching and learning process.

Finally, the researcher realizes that this research still has some weakness and mistakes. Thus, he would be grateful to accept any suggestion and correction from anyone for better writing.

Jember, January 2020

The Researcher



ABSTRACT

Bobby Fadillah Mu'alim, 2019: *A Psycholinguistic Analysis about Language Disorder of a Dyslexic Character in "Taare Zameen Par" Movie*

Dyslexia is a combination of abilities and difficulties which affects the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing, auditory and/or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric, and musical notation. "Taare Zameen Par" is the title of movie that is directed by Aamir Khan. It tells about the struggle of a teacher and the student who had language disorder "dyslexia", also the way how the teacher helped the student to face his dyslexia.

The research problem of this research is what symptoms of dyslexia happened to Ishaan in the Taare Zameen Par movie; how the society reacted to Ishaan in the Taare Zameen Par Movie; and what strategies were applied by the teacher to help Ishaan in the Taare Zameen Par Movie.

The research objective of this research is to describe the symptoms of dyslexia happened to Ishaan in Taare Zameen Par movie; to describe the reaction of society to Ishaan in Taare Zameen Par Movie; and to describe the strategies applied by the teacher to help Ishaan in the Taare Zameen Par movie.

This analysis used descriptive qualitative method because this research included collecting data in order to find the answer conserving the condition of the movie. The data was taken from the script and the story of the movie which is divided into some scenes, but only several of them that can be the data. The writer used some theories about dyslexia from Alan M Hultquist, Lindsay Peer, and some other supporting theories to analyze the findings.

By this study, the writer found there are several symptoms of dyslexia that happened to Ishaan. There are 1) reading difficulty, 2) writing difficulty, 3) coordination. The reaction from society againsts Ishaan dyslexia are 1) bullying, 2) Judging, 3) Comparing. Then, the teacher helped Ishaan to overcome his dyslexia by some strategies, 1) Caring to Ishaan, 2) Teacher observing Ishaan's book, 3) also teaching Ishaan alone without other students inside and outside the classroom.

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CHAPTER I INTRODUCTION

In this chapter, the researcher is present research background, research problem, scope and limitation of the research, research objectives, research benefit, and definition of key terms. All section which have been mentioned above will be discussed as follows:

A. Research Background

Everyone in the world born with different ability and talent to do something in their life. Nobody get perfect ability in this world. Everyone has their own strategy to solve their problem of life in their way. Because everyone may do all things in this world based on god blessing.

Al-Qur'an says that "Allah does not impose on anyone, but according to his ability.

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah burdens not a person beyond his scope".¹ (Q.S Al- Baqarah : 286)

According to Andrian, linguistics is the scientific study of human natural language, is a growing and exciting area of study, with an important impact on fields as diverse as education, anthropology, sociology, language teaching, cognitive psychology, philosophy, computer science, neuroscience,

¹Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, The Noble Qur'an.(Medina: Dar-us Salam Publications, 1996), 66.

and artificial intelligence². Because of that thing, the field of linguistic itself is concerned with the nature language and linguistic communication.

Psycholinguistic approach has been adopted by many linguists and clinicians. Because of that, in the field of psycholinguistics an effort is needed to interpret language phenomena or disorders. Language disorder is experienced by someone when the person shows an impaired understanding of a spoken, written, or other symbol system.

In communication, there is a process to take mind out from brain in words or sentences. The function of brain and good speech organ will make easy to communicate well.³ So from that, someone who has good brain function and speech organs, will be easy to communicate. Likewise, someone who has a brain function disorder and speech organ. Of course that person will be difficult to produce a language. Both receptive and productive languages. This is called as language disorder. Linguistically, language disorder is inability of acquiring and processing the information

According to Danny and Natalia, language disorder, known as aphasias, are presumed to have as their cause some form damage to specific site in the hemisphere where language is located⁴. Such damage causes characteristic problems in speech, as well as in reading and writing.

²Andrian Akmajian and Richard A, *Linguistics: An Introduction to Language and Communication. 6th Edition*, (London: The MIT Press, 2010), 5.

³N.R. Indah and Abdurrahman, *Psikolinguistik Konsep Isu dan Umum*, (Malang: UIN Malang Press, 2008), 114.

⁴Danny D and Natalia V, *An Introduction to Psycholinguistics. 2nd Edition*, (Great Britain: Pearson longman, 2006), 256.

Language disorders include the classification of several functional disorders in which a person has learning difficulties in typical way, usually caused by unknown factors. There is some types of language disorder is dyslexia, dyscalculia, dysgraphia, auditory and visual processing disorders, nonverbal learning disabilities, and specific language impairment. But, authors focus to analyze dyslexia.

According to Allan M, Dyslexia come originally from greek word dys (difficulty) and lexia (words). Dyslexia is a type of learning disability (or learning difference) that affects how well someone can read and spell⁵. According to Peer, dyslexia is a combination of abilities and difficulties which affects the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of processing, short-term memory, sequencing, auditory and/orvisual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric, and musical notation.⁶

Usually, someone who has a language disorder especially dyslexia will have limited communication. The person doesn't know how to share a conversation. Because of that thing, this study will analyze language disorders "dyslexia" of people who suffer from language disorders, especially in expressive skills. This can be found in Taare Zameen Par Movie.

⁵Alan M, *An Introduction to Dyslexia for Parents and Professionals*, (Great Britain: JKPESENTIALS, 2006),13.

⁶Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 13.

The writer interested in this research because he wants to explore the knowledge about dyslexia. The writer also wants to know that dyslexia can be discovered by some ways. Many children have their own way to know something around them, but one of them has had a problem to know what they want to understand. According to Riyani T Bondan, as leader of dyslexic association in Indonesia, said “in the world, 10% to 15% of children in the school have the dyslexia. In Indonesia, 5 million around 50 million students have dyslexia”⁷. The author does this research because he wants to make some parents that had children who had dyslexia to be more patient and love their child as like another normal children. Also want to give an advice to all readers of this research while they found children who had dyslexia, can teach and know how the way to make them know and understand in learning process.

Taare Zameen Par movie tell about Ishaan Awasthi is an eight years old whose world is filled with wonders that no one else seems to appreciate; colours, fish, dogs and kites are just not important in the world of adults, who are much more interested in things like homework, marks and neatness. And Ishaan just cannot seem to get anything right in class. When he gets into far more trouble than his parents can handle, he is packed off to boarding house school to “be disciplined”. Things are no different at his new school, and Ishaan has to contend with the added trauma of separation from his family. One day a new art teacher, Ram Shankar Nikumbh, bursts onto the scene. He breaks all the rules of “How things are done” by asking them to think, dream and

⁷<https://edukasi.kompas.com/read/2010/08/24/11200242/Mereka.Tetap.Anak.Pintar...?9>
2019)

imagine, and all the children respond with enthusiasm, all except Ishaan. Nikumbh soon realizes that Ishaan is very unhappy, and he sets out to discover why.⁸

Based on the background above, the researcher tries to analyse phenomenon of the problem of language disorder, especially the expressive language disorder. The problem includes language disorder produced by Ishaan as the main character of Taare Zameen Par movie.

B. Research Problem

Based on the description on the background of the study, the researcher formulates research question as follows:

1. What symptoms of dyslexia happened to Ishaan in the “Taare Zameen Par” Movie?
2. How did the society react to Ishaan in the “Taare Zameen Par” Movie?
3. What strategies were applied by the teacher to help Ishaan in the “Taare Zameen Par” Movie

C. Research Objective

The research objective on dyslexia in “Taare Zameen Par” Movie are:

1. To describe the symptoms of dyslexia happened to Ishaan in the “Taare Zameen Par” Movie
2. To describe the reaction of society to Ishaan in the “Taare Zameen Par” Movie

⁸ www.imdb.com/title/tt0986264/plotsummary. (9 April 2019)

3. To describe the strategies applied by the teacher to help Ishaan in “Taare Zameen Par” Movie

D. Scope and Limitation

The scope of this research is focused on dyslexia. For this analysis, the writer used Taare zameen par movie, because this movie have a background about school. The writer focused on symptoms fo dyslexia and the way how to learn by Ishaan Awtashi that had dyslexia, how did the society react to Ishaan, and strategies were applied by Ram Shakar Nikumb as new teacher to help Ishaan.

E. The Significance of the Study

The result of this research is expected to give benefit for:

a. The Teacher

The result of this reseach is hoped as a reference for the teacher to know the symptoms of dyslexia so that they can identify their students who have learning differences or learning disabilities and teach them with different teaching approaches.

b. The Writer

The result of this research will help the writer to get some knowledge about his study and it is useful for future research.

c. The Next Researcher

The result of this research is expected to be used as a reference for the next researchers who are interested in similar research to be discussed more deeply.

F. Definiton of Key Terms

In this part, there is some explanation from the title mentioned in the previous items.

1. Psycholinguistic is an interdisciplinary field of study in which the goals are to understand how people acquire language, how people use language to speak and understand another, and how language is represented and processed in the brain.
2. Language disorder is a disorder that involves the processing of linguistic information.
3. Dyslexia is a combination of abilities and difficulties which affects the learning process in one or more of reading, spelling and writing.

“Taare Zameen Par” is the title of movie that director by Aamir Khan. It tells about the struggle of teacher and the student who has language disorder “dyslexia”, also the way how the teacher help the student to face his dyslexia

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this chapter, the study includes previous researches. These are the previous researches to support this study.

1. The research conducted by Azizurohmah in his thesis entitled “Strategi Guru Dalam Menangani Kesulitan Belajar Disleksia Pada Pembelajaran Siswa Kelas IIIB MI Islamiyah Jabung Malang” the purpose of his study to know how the teacher in MI Islamiyah Jabung Malang solve the student that have dyslexia, found the factor that affect learning difficulties dislexia students, and characteristic of dislexia students. In this thesis, the writer get the similarities that is we both research about dyslexia, we both give the strategy of teacher to solve the dyslexic children. The writer also get the differences, that is the technique of data collection, Azizurohmah use observation to get data and the writer use film and library research to get data.
2. The research conducted by Reny, in her thesis, “Psycholinguistic analysis on learning disorder of dyslexic children”. This research only focuses on learning disability and learning method. She found that there are two of five dyslexic children experienced all kinds of dyslexia and learning difficulties as well. There were also found some mistakes in reading, and writing based on the informal assessment. The similarity of this research is the object that is analyzed; in this case is dyslexic children. While, the differences of this research is the theory that their used for analyzed the dyslexia.

3. The research conducted by Haira in her thesis “A psycholinguistic analysis of dyslexia in Backwards: the riddle of dyslexia”. She found there are six types occur in backwards: the riddle of dyslexia. There are substitution, hesitation, omission, non-response, addition, and self-correction. Second, all types of environment factors in the movie is social interaction and communication, physical environment, cognitive modality preference, emotional motivation, and children’s behavior. Third, types of teaching approaches which occur in the movie are language experience, teacher modeling, self-questioning, phonological approach and engaging parents. Those present types of teaching approaches have represented successful treatments for Brian to recover from dyslexia.

Tabel 1
Similarities dan differences

no	Name	Similarities	Differences
1	Azizurohmah	<ul style="list-style-type: none"> • We both discussed about dyslexia • Using approach descriptive qualitative research 	In previous finding above is the theory that their used for analyzed the dyslexia. Azizurohmah analyzed the dyslexic children in elementary school, while the writer analyzed the dyslexic character in movie
2	Reny	<ul style="list-style-type: none"> • We both discussed about dyslexia • The object of research is dyslexic children • Using approach descriptive qualitative research 	In previous findings above is the focus that their analyzed. Reny focused on learning disability and learning method in real life, while the writer focused on dyslexic children on movie
3	Haira	<ul style="list-style-type: none"> • We both discussed about dyslexia • We both analyzed dyslexia from movie • Using approach descriptive qualitative research 	In previous findings above is the theory. Haira focuses on analyze linguistics error by the dyslexia character, while the writer focused on symptoms and strategies to overcome dyslexia character

B. Theoretical Description

To support the analysis, this chapter reviews use several theories related to this research those are psycholinguistic, language disorder : aphasia, basic group: broca's aphasia and wernicke's, broca 's aphasias, wernicke's aphasia, other speech-related aphasias, reading and writing aphasias: dyslexia, types of dyslexia, and related to support the analysis.

1. Psycholinguistic

Psycholinguistic is an interdisciplinary field of study in which the goals are to understand how people acquire language, how people use language to speak and understand another, and how language is represented and processed in the brain.¹

2. Language Disorder

a. Definition of Language Disorder

Language disorder may appear as difficulties in the receptive, expressive, and communication domain. A receptive language disorders means that the child has difficulties with understanding spoken language. Children need to understand language before they can use language adequately. In most cases, the child with a receptive language problem also has an expressive language disorder, which means they have trouble using spoken language. an expressive language disorder implies difficulties with verbal and written expression. The child generally has difficulties with spoken language. their

¹ Eva Fernandez and Helen Smith, *Fundamentals of Psycholinguistic*, (United Kingdom: Wiley-Blackwell, 2011), 17.

vocabulary (the number of words they know and say) tends to be smaller compared with other children of the same age.

According to Danny and Natalia, language disorders, known as aphasias, are presumed to have as their cause some form of damage to some specific site in the hemisphere where language is located. Such damage causes characteristic problems in speech, as well as in reading and writing. An extensive study using radio-isotope scanning by Benson and Patten (1967) served to support the traditional distinction that aphasias are generally classifiable into two groups, Broca's aphasias and Wernicke's aphasias. In addition to these two basic groups, other aphasic sites were also found.²

3. Broca Aphasia

It was in 1861 that Broca published the first in a series of studies on language and brain. This was the beginning of the true scientific study of cases of aphasia, a term that covers a very broad range of language disorders that are commonly caused by tissue damage or destruction in the brain. War injuries, strokes, and car accidents are frequent causes of such injuries. Broca was one of the first researchers to discover that damage to certain portions of the brain, but not to others, results in speech disorders.³

One particular condition, now called Broca's aphasia, is characterized by meaningful but shortened speech and also occurs in writing.

In the condition, grammatical inflections are often lacking, such as the third-

² Danny D and Natalia V, *An Introduction to Psycholinguistics.2nd Edition*, (Great Britain: Pearson longman, 2006), 256.

³ Danny D and Natalia V, *An Introduction to Psycholinguistics.2nd Edition*, (Great Britain: Pearson longman, 2006), 256.

person present tense ‘-s’ (‘Mary want candy’ for ‘Mary wants candy’), and the auxiliary ‘be’ (‘Joe coming’ for ‘Joe is coming’), as are articles, prepositions, and other so-called function words. In a way, the speech is similar to that of children at the telegraphic stage of speech production.

Although the most noted feature of Broca’s aphasia is the fragmentary nature of speech production, it has recently been discovered that speech comprehension is also affected. In one experiment with a patient with Broca’s aphasia, when presented with the spoken sentence, ‘The apple that the boy is eating is red’, the patient was able to understand the sentence, particularly with regard to who was doing the eating (the boy). However, when presented with the sentence, ‘The girl that the boy is looking at is tall’, the same patient could not figure out who was doing the looking (the boy). In the previous sentence, the patient could guess the meaning simply from knowing the vocabulary items ‘apple’, ‘boy’, and ‘eat’, and from knowing what usually happens in the world (‘boys eat apples’ and not vice versa). But the patient could not guess the meaning of the second sentence simply from the vocabulary, because boys look at girls and girls look at boys. To understand such a sentence, one must be able to analyze its syntactic relations. This the patient could not do.

Thus, there is a loss of syntactic knowledge in both speech production and understanding for those with Broca’s aphasia. Interestingly, people with Broca’s aphasia can often sing very well, even using words and structures they are unable to utter in conversation. This shows that Broca’s

aphasia is not simply a breakdown in the muscular control of speech movements, since those with this disorder *can* pronounce words. The loss, therefore, must be due to something of a deeper nature.⁴

2. Wernicke's aphasia

a. Nonsense double-talk

This condition is characterized by speech that often resembles what is called nonsense speech or double-talk. It sounds right and is grammatical but it is meaningless. It can seem so normal that the listener thinks that he or she has somehow misheard what was said, as is often the case in ordinary conversation.

A patient with Wernicke's aphasia may say, 'Before I was in the one here, I was over in the other one. My sister had the department in the other one', 'My wires don't hire right', or 'I'm supposed to take everything from the top so that we do four flashes of four volumes before we get down low'.

b. Word substitution

Patients with Wernicke's aphasia commonly provide substitute words for the proper ones on the basis of similar sounds, associations, or other features. The word 'chair', for example, elicited the following in some patients: 'shair' (similar sound), 'table' (association), 'throne' (related meaning), 'wheelbase' (?) and 'You sit on it. It's a . . .' (word loss). As with Broca's aphasia, Wernicke's aphasia can also cause a severe loss of speech

⁴ Danny D and Natalia V, *An Introduction to Psycholinguistics.2nd Edition*, (Great Britain: Pearson longman, 2006), 256.

understanding, although the hearing of non-verbal sounds and music may be unimpaired.⁵

3. Reading and Writing Aphasias: Dyslexias

One type of aphasia that involves disorders in reading and writing is called dyslexia. There are many sorts of dyslexia, one category of which is due to damage to the brain, *after* reading and writing have been acquired. With children, however, dyslexias may be observed while they are in the process of acquiring reading and writing skills. Problems of hemispheric dominance or defects in visual perception, for example, may play some role in causing difficulties in reading and writing. Some children may only be able to write backwards (*deer* as *reed*) or upside down, or in reading they may confuse letters (*b* with *d*, *p* with *q*, *u* with *n*, *m* with *w*) and engage in other anomalies. As was noted earlier in Chapter 3 on reading, the orientation of letters is a general exception to the way we observe other objects. For example, pick up a pencil and no matter which way we hold it, we still identify it as a pencil. To help remedy such problems as those with letters, it is best not to present the letters to the child in isolation but in a context with other letters. Thus, *b* and *d* should be shown in words, e.g. *tub*, *dog*. In this way, the child can see the proper orientation of the letter and the word in which it appears.

Dyslexia may be subdivided into two basic categories: *alexia*, which involves disorders in reading, and *agraphia*, which involves disorders in writing. One may be afflicted by both conditions at the same time, in which

⁵ Danny D and Natalia V, *An Introduction to Psycholinguistics.2nd Edition*, (Great Britain: Pearson longman, 2006), 257.

case the person is unable to either read or write properly. In *pure agraphia* there is a total loss of the ability to write, even though the hand can be used skilfully for other purposes. Thus, for example, a person who has had a lefthemisphere stroke may be able to read the simple sentence ‘How are you?’, and yet be unable to write it.⁶

4. Dyslexia

a. Definition of dyslexia

According to Allan M, Dyslexia come originally from greek word dys (difficulty) and lexia (words). Dyslexia is a type of learning disability (or learning difference) that affects how well someone can read and spell. If someone has dyslexia, it does not mean that she or he cannot read. Everyone with dyslexia can read at least a little. Most people with dyslexia have some words that they can recognize right away. These words are what educators call sight words or sight vocabulary. Also, many people with dyslexia are able to read words in stories better than they can read them in list.⁷

The core feature of dyslexia is a problem with word decoding, which in turn impacts spelling performance and the development of reading fluency. Most dyslexia usually complain of slowing reading, problem of spelling, and difficulties in written expression.

⁶ Danny D and Natalia V, *An Introduction to Psycholinguistics.2nd Edition*, (Great Britain: Pearson longman, 2006), 257.

⁷ Alan M, *An Introduction to Dyslexia for Parents and Professionals*, (Great Britain: JKPESENTIALS, 2006),13.

b. Types of dyslexia

1) Phonological Dyslexia

Phonology is the sound structure of a language. phonological processing refers to how well a persons brain can make sense out of the sounds of language. A weakness in phonological processing can lead to problems with speaking, reading, spelling, and remembering. One important part of phonological processing is phonemic awarness. This is the understanding that words are made up of individual sounds. People with good phonemic awareness can hear rhyming words, create rhymes, blend sounds together to make words, and tell how many and what sounds are in the words. People with phonologycal dyslexia struggle with at least some of these skills.

People with phonological dyslexia cannot sound out words very well, so they have trouble reading new words. (The ability to sound out words is what educators call word attack or word decoding and requires an understanding of phonics). Even simple words can cause them trouble. This can make them slow readers.

Some people with phonological dyslexia also mispronounce words when they talk. They might. Have troublesaying phonemes correctly, drop some sounds from words, or say sounds in the wrong order. For example, they might say twain for train, bout for about, etephone for telephone, hospital for hospital, animals for animals, or pasghetti for spaghetti. Of course, most young children makes these types or mistakes when they are learning to talk. But some children with phonological processing problems make a greater number

of mistakes and the errors can persist after their peers have learned how to say phonemes and words correctly.⁸

2) Orthographic Dyslexia

Orthography refers to the spelling and writing systems of a language. In English these are the letters, letter combinations, and irregular words we use for writing. Orthographic processing refers to how well people's brain make sense out of written numerals, letters, and words. When phonological processing deals with the sound of language, it is the visual part of reading and writing. Problems with orthographic processing can lead to trouble with reading, spelling, and math.

Just as there is phonemic awareness, there is also orthographic awareness. This is the understanding that written language is comprised of spelling patterns that are larger than individual letters. English has many of these, such as ough, ow, ight, th, kn, and so on.

Some people with orthographic dyslexia have trouble remembering the differences between homophones. Homophones are words that sound the same but are spelled differently and have different meanings. For example, pane and pain are homophones. Reading homophones does not help people know which meaning is relevant because the words are pronounced the same way. The only way to know the meanings of homophones (when there is no context to help you) is to recognize the way the words look. You can think of

⁸ Alan M, *An Introduction to Dyslexia for Parents and Professionals*, (Great Britain: JKESSENTIALS, 2006),19.

this as a type of visual memory. People with orthographic dyslexia frequently confuse homophones in their writing.

Orthographic dyslexia can also cause trouble with irregular words. Irregular words (which are sometimes called exception words) are words that cannot be sounded out because they are not spelled exactly the way they are pronounced. Think of the words said and broad. If we pronounced these words according to the rules, we would read them as /sade/ and /brode/.⁹

3) Rapid Naming Deficits

People who read slowly often have trouble remembering and comprehending what they read. They spend so much time and exert so much energy reading the words correctly that they do not have enough processing or memory capacity left to make sense out of the text.

At times when some people with retrieval problems talk, they describe things because they cannot think of the exact words. For example, they might know the word escalator, but while talking about a visit to the shopping mall they might call it the moving stairs. As with reading, people with retrieval problems might be able to recall a word one time but have trouble a few days, or even a few minutes, later. Even simple words, like the names of common objects (key, cow), can get lost in memory at times. Everyone has trouble with this once in a while, and we call it the “tip of the tongue” experience. For example, you might see someone in the grocery store and be aware that you know her or his name, but not remember it until you are

⁹ Alan M, *An Introduction to Dyslexia for Parents and Professionals*, (Great Britain: JKESSENTIALS, 2006),23.

driving home several minutes later. People with retrieval problems can experience this kind of difficulty more often. It can be frustrating because they know the words, they just cannot always think of them when they need to.

Instead of describing things, people with retrieval problems might pause when they talk as they try to think of the words they want. Sometimes these pauses can last for a long time, such as 5, 10, 15 or more seconds, as they search their memory for the right words. At other times, they might use nonspecific words like thing or stuff because they cannot find the correct words in their memory.¹⁰

4) Deep Dyslexia

A very rare form of developmental dyslexia is called deep dyslexia. An important sign of deep dyslexia is when people make frequent semantic (that is, meaning) substitutions as they read words in a list. They misread small words (called function words), such as reading are for all, through for after, or at for in. They also make errors by saying a word that is somehow associated with the one they are looking at. For examples, they might read merry as Christmas or ice cream as cone. In addition, they make coordinate errors. These are mistakes where the words share a similar meaning, such as reading tulip for rose, jump for run, comb for brush, or mother for cousin. The reading mistakes that deep dyslexic make do not share mother and cousin do not share either many of the same letters or many of the same sounds, but they overlap in meaning.

¹⁰ Alan M, *An Introduction to Dyslexia for Parents and Professionals*, (Great Britain: JKESSENTIALS, 2006),27.

It is important for diagnosis that these errors show up when children read word in a list and not just when they are reading a story or book. Many young and poor readers substitute words when they read text. They do this because they are trying to predict words based on context. This is not a sign of deep dyslexia, but it is an indication of weak reading skills.

People with deep dyslexia tend to read concrete nouns best and function word worst (concrete nouns are nouns that can be easily pictured like hammer, ocean, and car). They have a hard time decoding words, but can have good speaking vocabularies.¹¹

5) Mixed and Other Dyslexias

Many (and perhaps most) people with dyslexia have trouble with reading and writing because of multiple processing problems. They have mixed dyslexia and are probably the ones who will have the hardest time learning to read and spell. One person might have trouble with both phonological and orthographic processing. Someone else might have trouble with orthographic processing and rapid naming. A third person might have trouble with all three types of processing. In addition, there is some overlap in characteristics among the different types. For examples, people with phonological dyslexia and those who are types of dyslexia can be slow readers or know a word on one page of text but not on the next because they don't have context-free recognizing for it.

What might mixed dyslexia look like a child? One example is a 13-year-old middle-school girl whom I will call Louise. Louise is an outgoing

¹¹ Alan M, *An Introduction to Dyslexia for Parents and Professionals*, (Great Britain: JKESSENTIALS, 2006),33.

students who routinely gets average or better grades. She has great social skills with both peers and adults and has excellent oral language skills. She is known as a good problem solver, likes sports, but never reads unless she has to. She does not have any problem paying attention and always gives careful thought to things before making decisions. No one expressed concerns about her academic skills before making decisions. No one expressed concerns about her academic skills before she reached middle school and she has never been a behavior problem.

Louise scored average to above on an IQ test. She possesses a great deal of knowledge and knows how to use it. If you give her problems of a kind she has not seen before, she is able to solve them better than most of her peers.¹²

5. Symptoms of Dyslexia

The most commonly held view and perception of dyslexia is how it relates to difficulties with reading and spelling. These difficulties are fact readily observable characteristics of dyslexia. Many children, however, display such difficulties in literacy, but not all are dyslexic, it is important, therefore, to present a comprehensive view of the characteristics of dyslexia. An outline of the main characteristics are shown below

¹² Alan M, *An Introduction to Dyslexia for Parents and Professionals*, (Great Britain: JKESSENTIALS, 2006),37.

a. Reading

Children with dyslexia will usually, but not always, have a difficulty with reading. This could be with fluency, that is speed of reading; or accuracy – they may be hesitate over words or make a guess based on the anticipated meaning of word or through utilising the visual features of the word. There may also be a difficulty in reading comprehension, but this is not due to lack of understanding, rather a result of the difficulties in fluency and reading. Indeed the research suggests that fluency is an important factor in the development of comprehension.¹³

b. Spelling

Spelling difficulties are often an obvious symptoms of dyslexia. Quite often the word misspelt is a commonly used one, and often there is a pattern of errors, perhaps the ‘er’, ‘ar’, ‘or’ ending of words or the double vowel sound ‘ee’, ‘ea’, ‘ei’. Often the sequence of letters can be jumped.¹⁴

c. Writing

Children with dyslexia may also have difficulties in both expressive writing and their actual handwriting style. Expressive writing is an important element in examinations, whether it is factual writing. Descriptive or imaginative, the dyslexic students may not perform to his/her real ability. In handwriting, letters may be badly performed with no distinctive style. Also there may be inconsistent use of capital and lower case letters. This type of difficulty is likely to deteriorate if, for example, examinations, which is

¹³ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 9.

¹⁴ *Ibid.*, 10.

examiners should always be alerted to the presenseof a dyslexic difficulty. In expressive writing the actual writiting piece may not reflect the imaginative ideas and creativity of the dyslexic students. Often dyslexic students can be very creative, but their grammar and perhaps even a lack of access to an entended vocabulary may minimise the presentation of the piece of writing. This can be very frustating.¹⁵

d. Memory

Children with dyslexia often have difficulties in both short-term and long-term memory. This may not always be the case as often they can develop reasonably efficient methods of retaining and recalling information. More often than not, however the bulk of information to be remembered in some subject areas can prove challenging.¹⁶

e. Coordination

Although not all dyslexic children have difficulties in coordination, some have, and this ncan have implications for practical work in some subjects. The coordination difficulties may be seen in handwriting, other fine motor activities, such as using scissors, and sometimes in general coordination, such as in sport. It is worth stressing, however, that is not always the case, and some dyslexic children may well have a talent for art and crafts as well as subjects such as physical education and sport.¹⁷

¹⁵ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 10.

¹⁶ *Ibid.*, 10.

¹⁷ *Ibid.*, 11.

f. Information Processing

This relates to how we learn new material. Basically there are three overlapping stages: input, cognition, and output. The dyslexic learner may have difficulties at any, or all three, stages of this cycle.

The input stage relates to how the information is presented – when we are learning new information the material to be learnt must make some impact on the learner at the crucial initial stage of learning. Material can be presented in a number of ways:

- a) Auditory – through the teacher talking or the pupil listening to a tape
- b) Visually – through diagrams, videos or some other visual means
- c) Tactile methods, where the pupil is involved in touching, such as in practical experiments or in technical subjects
- d) Kinesthetically – this involves the pupils experiencing learning, for example, through drama, fieldwork, group work, and role play.

There is some evidence that dyslexic children may learn more effectively through the visual and kinesthetic modalities as well as through the tactile mode (West 1997). The main point is that the auditory mode, which is probably the modality used most in schools, is the weakest mode for effective learning for dyslexic children.¹⁸

g. Phonological difficulties

Perhaps one of the main reasons for the difficulties dyslexic children display in reading and spelling is that of phonological difficulties. The

¹⁸ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 11.

relates to an awareness of sounds and the characteristics of these sound in words; where in a word sounds appear; and the general rhythm of words. For example, they may have difficulty remembering rhymes and identifying particular sounds in a word. Since the English language is an irregular language with 44 sounds and only 26 letters, it can be appreciated that knowledge of these sounds is important for reading and spelling. It is widely recognised that this difficulty is one of principal difficulties associated with dyslexia and this can present a particular challenge for teachers in secondary school (as well as in primary) as many of the phonics reading programmes are not age – appropriate for secondary school age children. But, on the other hand, many students with dyslexia have good language experience and can often use contextual cues to predict a word rather than read it through a decoding process.¹⁹

h. Visual difficulties

There is also a growing body of evidence indicating that visual factors are associated with dyslexia. This can take the form of visual distortion of letters, blurring, letters merging into each other and missing lines or words when reading. This can have implication for accuracy in reading instructions, for example in laboratory subjects, and in following the sequence of instruction. This difficulty may also be noted in numbers, for example in tables and other forms of data such as graphs.²⁰

¹⁹ Ibid., 12.

²⁰ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 12.

i. Discrepancies

One of the defining factors that can be associated with dyslexia is the discrepancies which can be noted in different curricular areas. Very often the young person with dyslexic difficulties can have considerable difficulties in some subject areas, particularly those which are heavily literacy based. At the same time, however, they may display considerable skills in some other subjects, such as art, music or perhaps even English literature. These discrepancies can sometimes be quite marked and emphasise that dyslexia is a specific difficulty that applies to learning in specific situations. This can result in a dyslexic profile in which significant discrepancies between students' performances in different subject areas are very marked.

One can note, therefore, that there are a number of different characteristics of dyslexia, and it is important that the class teacher not only has some knowledge of dyslexia, but is also provided with sufficient information based on an accurate assessment of the difficulties and the strength of the student. It is also important that the class teacher is familiar with what dyslexia is, the definition used by the education authority, and how that definition relates to practice.²¹

6. Challenging Behaviour and Society Reaction

Frustration leads, very often, to antisocial or even deviant behaviour.

There is no doubt that the strain placed on children to "do better" when they are already trying to do their best is unreasonable. Often the child's problems are

²¹ Ibid., 12.

attributed to emotional issues, sometimes with a background of difficulties at home. It is the responsibility of educators to look for the root causes of the stress; after all, even the most effective form of counselling will not help the child whose underlying difficulties have not been identified and addressed. We know how many anecdotes about children displaying significant behavioural problems related to frustration, who seem to improve dramatically when the situation, that is inappropriate, is replaced by a more suitable structured environment.²²

a. Hyperactivity

On an everyday basis we see children who may be extremely difficult in some classes, yet not in others. We may not consider them to be hyperactive, but as educators we do need to be introspective and consider underlying difficulties. Teachers often ask whether it might be the subject matter, the mode of teaching, the learning environment or possibly a personality clash with specific staff that is causing the trouble. Many of these children are simply 'reacting' to the situation in which they find themselves.

Genuine hyperactivity may well start before the child enters school; everyone is aware of it. Sleepless nights and unacceptable behaviour are often part of the report that parents give. For this there are a variety of treatments, which are often a combination of educational and medical interventions.

However there are also children who seem to develop similar behavioural patterns to those who are genuinely hyperactive, but the symptoms only start

²² Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 6.

when things begin to go wrong in school environment. Interventions in this circumstances are totally different. When placed in a ‘dyslexia-friendly’ environment. Be it either specialist school or mainstream school, with appropriate provision and an empathetic staff, who are knowledgeable and understanding, the ‘hyperactivity’ often disappears. That is because it was not hyperactivity. As parents and teachers in secondary schools in particular know (the time when hormones hit with a vengeance), questions need to be asked and background information obtained which relate to the child’s behaviour and performance in primary school, in some cases, preschool. Worryingly, there are many children with dyslexia who are admitted to schools for children who are suffering from emotional and behavioral difficulties (EBD). These may well be inappropriate placements.²³

b. Bullying

There are group of children with dyslexia who experience weaknesses in the areas of fine and /or gross motor skills. In the past these children were described as ‘clumsy’. Children who have overlapping features of dyslexia and dyspraxia appear to be the ones who are most easily bullied. Such children described themselves as unwanted in the playground, in the sports hall and in practical workshops within the curriculum. They talk of teachers making unpleasant jibes and children picking up on those comments in the playground. Some are in physical fear of other children.

²³ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 6.

Teachers need to be working with this group to develop the muscle control, body language and self-esteem that they are lacking. All staff working in dyslexia-friendly school will be aware of these issues and will look out for them. This needs to be recognised and addressed by changes in national policy and local practice.²⁴

c. Parental stress – a positive outcome

Initially, there is a need to appreciate why it is that parents are often stressed and appear angry with schools. Many parents are themselves dyslexic and for them this is a repetition of the struggles they themselves experienced in school. Often misguided and ill-informed ‘help’ such as comments like ‘don’t worry, he’ll grow out of it/he’ll mature’, are most unhelpful, as people do not ‘grow out’ of dyslexia but have to learn to cope with it and use their skills to overcome their difficulties. It is for this reason that subject and career choice is of immense importance and ideally, careers advisers should have knowledge of dyslexia. This would help them guide the young person with dyslexia into the most appropriate course of study or employment.

Biggar and Bar (1996) showed how when tensions between home and school are evident, the resulting frustration and feelings of failure are often echoed in the child. Homework and disorganisation can also cause tensions at home. Furthermore, as dyslexia tends to be a hereditary difficulty, the chances are that there are others at home who experience similar frustrations and indeed, may not be able to help the child with homework.

²⁴ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 7.

d. Reassuring parents

Once parents are reassured that the school understands their child and is making appropriate provision for them, tension reduce radically. Parents hope to see the classroom teacher recognising ability while help is being given for the weaknesses have been defined and a solid programe of support is in place. When regular communication follows and there is strong evidence of improvement, life is better for all concerned. It is also helps if parents are put in touch with local dyslexia dyslexia support groups where they can learn more about dyslexia., how to work with the school and how to support the child at home. Action-based support and communication are essential ingredients to fruitful and positive relationship.²⁵



²⁵ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 8.

CHAPTER III RESEARCH METHODS

A. Research Design

Research design is presents the research methodology which is used by the writer to analyze the data. It helps the researcher to conduct the study with reference to the objective, the method of collecting data and analysis the strategy to present the findings and conclusion. This study uses a descriptive qualitative research.

According to Sugiyono, qualitative research is a research method based on post-positivism philosophy that used for natural object condition¹. According to Creswell, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging question and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.²

B. Data and Source

The writer focused on a psycholinguistics analysis about language disorder of a dyslexic character in “Taare Zameen Par” movie. The authors get

¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2017),7.

²John Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (Los Angeles: SAGE, 2009),31-32.

the movie as data source from downloading in website. the data source of this research is “Taare Zameen Par” movie published in 2007. The reason why the movie “Taare Zameen Par” was chosen as the subject to conduct this research. It is one of the movies which explore about that the child has dyslexia and he is as the main characters in the movie. This movie also focused on the main character that had dyslexia and explore how he can face the problem of his comprehension to learn. The data in this research is the utterance includes words and alphabets in the movie “Taare Zameen Par” movie by Aamir Khan.

C. Research Instrument

The instrument is very important to obtain the data of research. The instrument of this research is the writer himself because there are no other instrument which are more important to be used to obtain the needed data as he becomes a researcher and instrument. Instrument defined as a tool or means that the researcher used to collect the data.

The writer had analyzed the dyslexia from the “Taare Zameen Par” movie. Then, the writer had founded research article and previous research (journal or thesis) to give some references about psycholinguistic analysis about dyslexia. The writers also use some book reference about dyslexia to find the theories that relate to the topic. The researcher does some instrument to collect the data, it's like look for the script of “Taare Zameen Par” movie, because this is Indian movie. So, the way to make the researcher understand the movie is know the script on the movie. Also uses laptop, WiFi and books as the references.

D. Technique of Data Collection

The data of this research are taken from the utterance includes words and alphabets in “Taare Zameen Par” Movie. For this research, the researcher uses some steps in collecting the data, such as: First, watching the whole of the movie carefully. Second, the writer pause while watching the movie when found some words, alphabets, and number that include dyslexia as the main characters did not understand. And the last, the writer had analyzed the data of word, alphabets and number that the main character did not understand and include in the category of dyslexia.

E. Technique of Data Analysis

After gathering the data from “Taare Zameen Par” movie, the researcher analyze the data as follows:

1. The writers classified the example of words, alphabets, and number that the main characters were did not understand.
2. The writer analyzed the process how Ishaan as main character learn the lesson and be be a normal child like others and collect all words, alphabets and number that the character did not understand.
3. Then, the writer looked for the reason and the way how teacher teaches Ishaan, also searches the purpose by teacher that teaches him.

Finally, the writer concluded the whole data analyzed to obtain the answer of research question.

CHAPTER IV FINDING AND DISCUSSION

This chapter consist of finding and discussion. The data taken in this research is “Taare Zameen Par” movie by Aamir Khan. The analysis of the movie is based on the problem in chapter 1. In this discussion, the writer have got the data from the script of the movie, the writer has been divided into some scene. But, not all the scenes of the script can be the data.

A. Findings

1. Symptoms of Dyslexia

According to James, a symptom or sensation is a perception, feeling or even belief about the state of our body. There are some symptoms of dyslexia, not all of symptoms of dyslexia are include in this discussion. The writer has been founded some dyslexia that has been same by indication on the main character in this movie that had a dyslexia.

a. Reading Difficulty

DATA 1

Teacher: Ishaan, i said page 38 chapter 4 paragraph 3
Read the first sentence and point out the adjective
Ishaan: (Just looking)
Teacher: Page 38, Ishaan! Adit lamba, just help him.
Teacher: Read the first sentence and tell me
What the adjective are
Ishaan: (Just looking the book)
Teacher: Ok, lets mark the adjectives together
Just read the sentence for me
Ishaan: (Try to read)
Teacher: Just read the sentence Ishaan
Ishaan: They're dancing
Students: (Laughing)
Teacher: Silent, speak in english!
Ishaan: The letters are dancing

Teacher: The letters are dancing?
 Ishaan: (To nod)
 Teacher: Ok, lets read the dancing letters,
 Trying to be funny?
 Read the sentence loud and proper
 Ishaan: (Want to read)
 Teacher: I said loud and proper!
 Ishaan: Bla bla bla bla
 Teacher: Stop it! Get out of my class.

This scene is about english language class. *The letters are dancing, the letters are dancing?, ok, then read the dancing letters, trying to be funny?, read the sentence loud and proper, Bla bla bla.* This scene show that Ishaan get dyslexia symptoms, that is reading difficulty. Because the alphabets when dyslexia user reading always moving like dancing.

b. Writing Difficulty

DATA 2

Mom: Done? Let me see
 Ishaan: Silent
 Mom: (look the book)
 Mom: What is handwriting
 Ishaan: (Just looking)
 Mom: What's this? Every word is misspelled
 Here "table" is "tabl", and over here it's tabel
 And "d" is just "b"
 What's going on?
 How many times should we do this?

This scene is about homework, *What's this?, Every word is misspelled, Here "table" is "tabl", and over here it's tabel and "d" is just "b", What's going on?, How many times should we do this?,* this scene show that Ishaan get dyslexia symptomp that is writing difficulty. Ishaan always chang the letters and always do this mistake again.

c. Coordination

DATA 3

Mr Nikumb: Who painted this?
 Ishaan's Mom: Ishaan did
 Mr Nikumb: Ishaan? Ishaan Paints?
 Ishaan's Mom: Yes, he loves to draw and paint
 Mr Nikumb: (Look the picture on Ishaan's wall room)

This scene in Ishaan's house. *Who painted this?, Ishaan did, Ishaan? Ishaan paints?, yes he loves to draw and paint.* This scene show that some dyslexic children have difficulties in coordination like motor activities and and sport. In some case, some dyslexic children may well have a talent for art and craft.

2. Reaction of Society

a. Bullying

DATA 4

Ishaan's Friend: Ball! Get the ball, Ishaan!
 Ishaan: Wait a Minute
 Ranjit: Hey, you Idiot! Look where you
 Threw it! Now go and get the ball!
 Ishaan: (Silent)
 Ranjit: didn't you hear what i said?
 What are you looking at?
 I said "get the ball"
 Can't you understand me?
 You idiot
 Get the ball right now
 Ishaan and Ranjit: (Fighting)
 Ishaan's Friend: Just punch him Ranjit

This scene in the yard of Ishaan's house. Ishaan get bullying from ranjit and his friend just because Ishaan throw the ball in wrong side.

d. Making Judgment

DATA 5

Father: you can't write, idiot!
 If you could, you wouldn't be
 Such a failure

This scene in the Ishaan's house, *You can't write, idiot!, If you could, you wouldn't be such a failure.* this scene show that Mr.Awtashi didn't know that Ishaan have a dyslexia, dyslexic character have writing difficulties, he don't know about the alphabets that have simmilar shapes, Mr.Awtashi just judge that Ishaan is Idiot.

DATA 6

Literature Teacher: Why can't you? Idiot
 Why can't tou
 Why are you so dumb?
Math Teacher: Why zero in math?
 And punishment daily?
 Idiot!
English Teacher: Grammar pathetic
 And spelling all wrong
 Are you tripping?
 Lazy
 Crazy

This scene in new school. In this school, Ishaan get trauma to study, because everyday he just get the judging from his teacher. *Why can't you? Idiot! Why can't you, why are you so dumb, Why zero in math? And punishment daily?, Idiot!, grammar pathetic and spelling all wrong, are you tripping? Lazy, crazy.* This scene show that Ishaan always get some judging everyday the teacher just judging Ishaan lazy and idiot without ask why happen to Ishaan.

e. Comparing with Normal Students

DATA 7

Teacher: Look at this, his math test
Three into nine equals three
That's all
Parent: (Just Looking)
Teacher: He hasn't even attempted
The rest of the test
Who'd believe he's Yohan's Brother?

This scene in principal's room. Ishaan's parent come to school for make apologized to the school for Ishaan's attitude. The teacher tell to his parent that he always get trouble and not serious when do the examination. *Look at this math test, three into nine equals three, that's all, he hasn't even attempted the rest of the test, who'd believe he's Yoohan's brother?*, this scene show that the teacher comparing Ishaan with his brother, because his brother is genius student in that school.

3. The New Teacher Strategies

There is new teacher who know about Ishaan's disease. He know that Ishaan had dyslexia. In other hand, Ishaan's parent didn't pay attention to his ability, because they are just focused on science. Also Ishaan's brother was smart child, it was very different with Ishaan. His parent also didn't know that Ishaan had dyslexia. He needs different process and way to learning, with other children who had disability.

DATA 8

Teacher: ...A noun is a naming
Word and pronoun is use
...instead of a noun and
Adjectives describes a noun and a

...verb describes the action
 Of a noun and adverb
 ...describes the action of a
 Verb and a conjunction joins
 ...a sentence together, a
 Preposition use to describe
 ...the relation between a
 Noun and pronoun and a
 ...interjection is a word
 Thrown in to express feelings.
 ...have you got it Mr. Ishaan
 Nanad Kishor Awasthi?
 Why? Why can't you?
 Idiot.
 Why can't you?
 What is your problem, son?

In this scene is about Ishaan's falling down and totally give up with his problem in learning. He always trying to learn and learn the lesson but he cannot understand anymore, just make him more confuse. His parent also didn't know and understand that there is something wrong with Ishaan. As Ishaan also didn't understand about his condition, it is very different with his elder brother. In this scene Ishaan was stopped his learning to understand the lesson, until he also stop his hobby to painting.

Right hemisphere is better prepared than the left to appreciate some of the pragmatics aspects of language. Examined the ability of individuals with right- hemisphere brain damage to interpret conversation remarks. Like Ishaan's problem to understand while learning. He had difficult process to comprehension the lesson, like mathematics, language and other.

1. Care to Ishaan

First step is care, care means that teacher aware to Ishaan. Above is explanation when Ishaan stop to learn, he just silent and do nothing. Because of that new teacher feel strange with Ishaan act. On the data show how teacher care to Ishaan. In data the writer found how teacher know that Ishaan had dyslexia.

DATA 9

Teacher: Have it, this is yours, this
Is yours and that's yours.
Draw, paint and do
Whatever you want to do.
Till now i be back by dropping this.
But what we paint sir there
Is nothing on the table.
This table.
This table is very small sweetheart, that much
Small so it isn't bare your beautiful thoughts.
Look in to your mind and draw
an amazing technicolor photo.
And drop it on the paper.
Steal, steal the joy.
Nobody is here to stop you.
Where were you beem lost friend?
Are you looking for
Ishaan: (silent)
Teacher: something in thoughts?
Ishaan: (silent)
Teacher: Nothing to worry and rush.
What happen kid?
Don't you like painting?
What is your name son?
Ishaan: (silent)
Student: Sir, his name is Ishaan Awasthi.
Thanks.

This scene is about class painting. Are you looking for. Something in thoughts? Nothing to worry and rush. What happen kid?. Don't you like

painting?. What is your name son?. Sir his name is Ishaan Awasthi. Thanks. These scene show that Ishaan did nothing in the class, just silent without do anything.

The new teacher asking to Ishaan, he just silent and and did nothing in his class. All students in the class are painting on the piece of paper that teacher was given. Teacher suprised and confuse with Ishaan's act, he just silent and sit on his chair. For the first time, teacher thinks that Ishaan's sit and the paper that was given still clean, no paint anymore. Teacher feel confuse and think what wrong with Ishaan. Know Ishaan's name was from Ishaan's friend who sits beside him. Teacher was fallen different to Ishaan, because he look that there is something wrong with him. From Ishaan's eyes, teacher looks that Ishaan need helping to face his problem in learning.

2. Looking for all Ishaan's book while learn in that school

After know about Ishaan problem, new teacher looking for all Ishaan's books in the office. New teacher aware because he teaches in disability school also. Teacher looking at Ishaan's books and and he understand why Ishaan silent and do nothing in his class. In those books, Ishaan always did same mistaken. For normal people after know the right one, they will do the right one. But, not for Ishaan, he did same mistaken while write alphabets, words and other. After checking to all Ishaan's book, teacher understands and knows that Ishaan had dyslexia. So, teacher wants to help Ishaan in learn, because he need different way to learn.

3. Teach Ishaan individually without other student

The new teacher teaches Ishaan individually without other students like in the class. That why can make Ishaan more concentration when learn, also use some media that can make learning process more relax like playing, ass usually Ishaan painting. The writers will show some of data that teacher teach Ishaan.

DATA 10

Picture.1
Mr. Nikumb teaches Ishaan



This scene Mr Nikum will introduce Ishaan about the alphabets by preparing a sand box as a media to Ishaan write on it. Mr Nikum give example

to Ishaan the different between a and e, a for “apple” and e for “elephant”.After that, Ishaan try to write and spell that slowly but sure.

DATA 11

Picture.2
Mr. Nikumb teach Ishaan



This scene Mr Nikum try Ishaan touch sense to make a draw the characteristic of alphabets. Mr Nikum try to make alphabet “B” in Ishaan arm and Ishaan try to guess what alphabet is that. This scene purpose for identification shape of alphabet. Children with dyslexia usually weak to identify alphabets by read, for this situation using kinesthetic by drawing shape on hand is good choice.

IAIN JEMBER

DATA 9

Picture.3
Mr. Nikumb teach Ishaan



This scene Mr. Nikumb prepares various oil painting colors to be a media of Ishaan writing. This way is in order to make Ishaan happy and interested in writing the letters which have confused him. By using oil painting, Ishaan writes similiar form of letters “b”, “d”, “p”, “g” in the same page. In addition, Mr. Nikumb also ask Ishaan to make alphabets by using wax. Wax is good media that used to know Ishaan’s understanding about the shape of alphabets.

DATA 12

Picture.4
Mr. Nikumb teach Ishaan

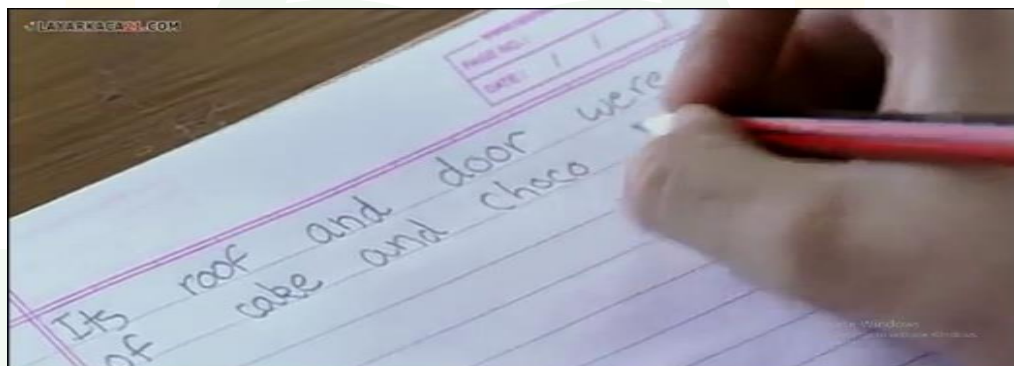
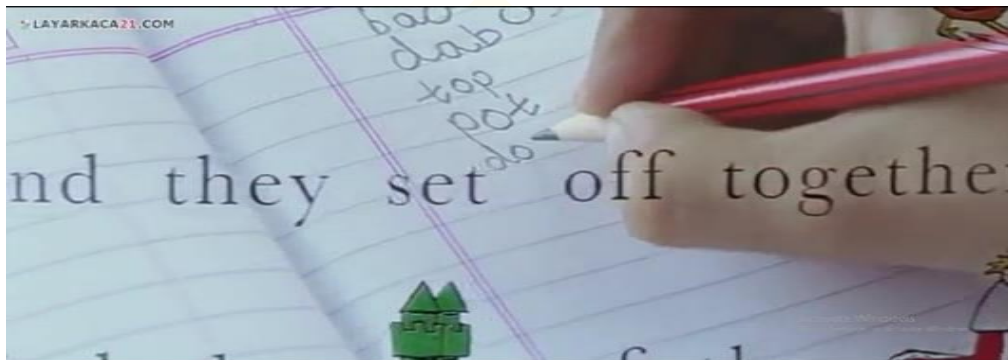


This scene after Ishaan understands the similarities and differences between phonemes “a” and “e”, between “b” and “d”, between “p” and “g”. Mr. Nikumb goes to the next step in teaching Ishaan. Mr. Nikumb tries to teach Ishaan in writing on real media, such as pen, paper, or book and blackboard. Here, Mr. Nikumb asks Ishaan to write words which are hole, stole, and role on the blackboard.

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DATA 13

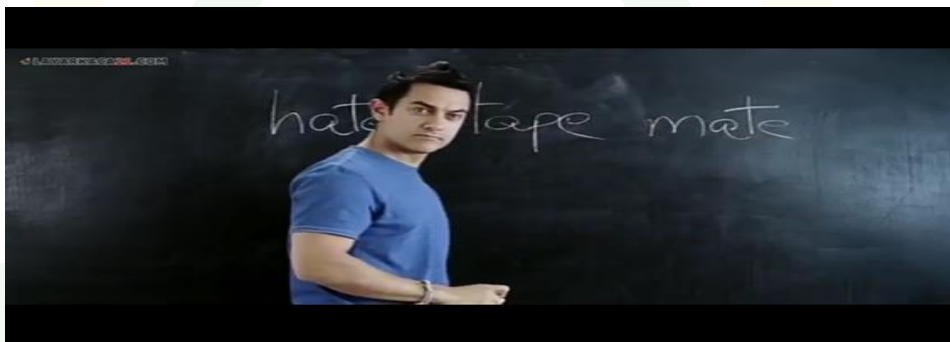
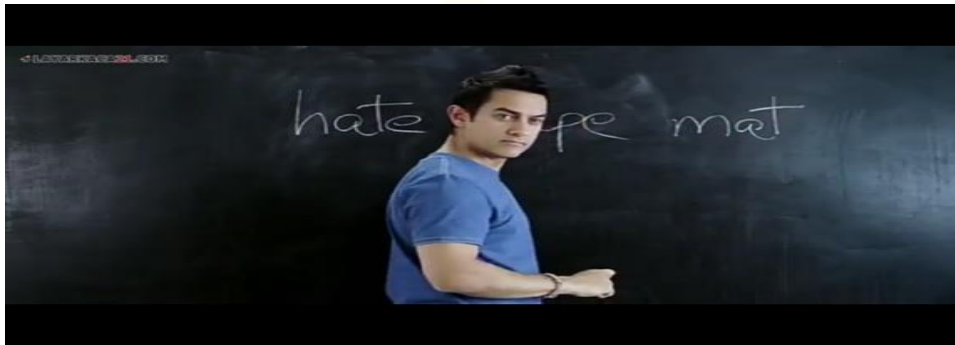
Picture.5
Mr. Nikumb teach Ishaan



This scene Mr. Nikumb asks Ishaan to write the sentences on a book. In the beginning, Ishaan produces his writing unreadable because of his wrong spelling and narrow space. Then his next writing production is better than before, eadable but still narrow space. And finally, Ishaan produces a good writing, readable and also with appropriate space and size.

DATA 14

Picture.6
Mr.Nikumb teach Ishaan



In reading step, Mr. Nikumb begins to teach Ishaan by writing several words with similar ending letter and similar pronunciation in the blackboard. Those words are the same class of part of speech, noun, such as hate, tape, mat, and mate. Then Ishaan reads that words one by one. Different with others words, for “mat” and “mate”, Mr. Nikumb writes mat first then adds letter “e” after “t”. This way is in order to introduce Ishaan the new words which are consisted of letters m-a-t-e. It practices Ishaan’s visual perception especially visual discrimination.

DATA 15

Picture.7
Mr. Nikumb Teach Ishaan

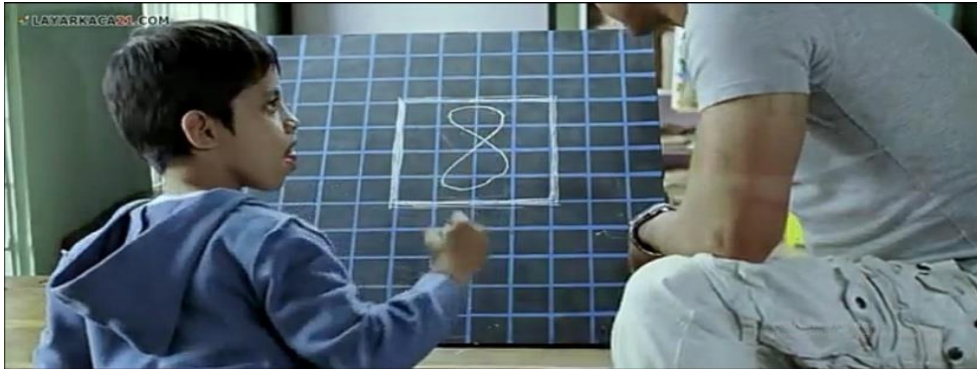


This scene Mr. Nikumb also applies another way which are combining by reading and listening to practice Ishaan's reading skill. Mr. Nikumb makes a voice recording of a text reading. This record is used to Ishaan when he reads the same text of recording, in other word; the record guides Ishaan to read the text correctly and properly. By using this way, Mr. Nikumb combines visual and auditory perception of Ishaan in one time

IAIN JEMBER

DATA 16

Picture.8
Mr. Nikumb teach Ishaan



This scene is practices arithmetic. Mr. Nikumb guides Ishaan to write number on blackboard first. This way he asks Ishaan to try write number “8” on a big size then on medium size and finally on small size in a blackboard. As a result, Ishaan can write number “8” in appropriate size. This way can help Ishaan to shaper his visual memory of characteristi in number 8 and kinesthetic perception, in body movement.

IAIN JEMBER

DATA 17

Teacher: Now add 3
 Very good, now add 5
 What did you get?
 Very good, now subtract 11

Picture.9
 Mr. Nikumb Teach Ishaan



This scene about mathematic learning. Now add 3. Very good, now add 5. What did you get?. Very good now subtract 11. This scene show that Ishaan understand well while learning with all of methods.

It is while teacher teach Ishaan to count in mathematics lesson, teacher had his way to teach and he can make Ishaan understand well the lesson.private learning process was happened in the class and out class.

Teacher use some media to teaches Ishaan. That's why Ishaan more easily to understand and know what he didn't know.

B. Discussion

Everyone have different way and ability for doing something. Ishan had dyslexia but all people around him didn't know and understand how to make Ishaan know all. His father is busy to work, his mother do the house work but sometimes teach Ishaan while he has homework, his brother is smart and always get good in the class. It is very different with Ishaan, he is the last in the class, because he has a symptoms of dyslexia, there is writing difficulty, according to Lindsay Children with dyslexia may also have difficulties in both expressive writing and their actual handwriting style. Expressive writing is an important element in examinations, whether it is factual writing. Descriptive or imaginative, the dyslexic students may not perform to his/her real ability. In handwriting, letters may be badly performed with no distinctive style. Also there may be inconsistent use of capital and lower case letters. This type of difficulty is likely to deteriorate if, for example, examinations, which is examiners should always be alerted to the presence of a dyslexic difficulty. In expressive writing the actual writing piece may not reflect the imaginative ideas and creativity of the dyslexic students. Often dyslexic students can be very creative, but their grammar and perhaps even a lack of access to an extended vocabulary may minimise the presentation of the piece of writing.¹

Ishaan also difficult to understand the book because his reading difficulties symptoms. According to Lindsay, Children with dyslexia will usually, but not always, have a difficulty with reading. This could be with

¹ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 10.

fluency, that is speed of reading; or accuracy – they may be hesitate over words or make a guess based on the anticipated meaning of word or thought utilising the visual features of the word. There may also be a difficulty in reading comprehension, but this is not due to lack of understanding, rather a result of the difficulties in fluency and reading. Indeed the research suggests that fluency is an important factor in the development of comprehension.²

Dyslexic children may well have another talent, in this movie, Ishaan can make a good picture with perfect theme. According to Lindsay, Although not all dyslexic children have difficulties in coordination, some have, and this can have implications for practical work in some subjects. The coordination difficulties may be seen in handwriting, other fine motor activities, such as using scissors, and sometimes in general coordination, such as in sport. It is worth stressing, however, that is not always the case, and some dyslexic children may well have a talent for art and crafts as well as subjects such as physical education and sport.³

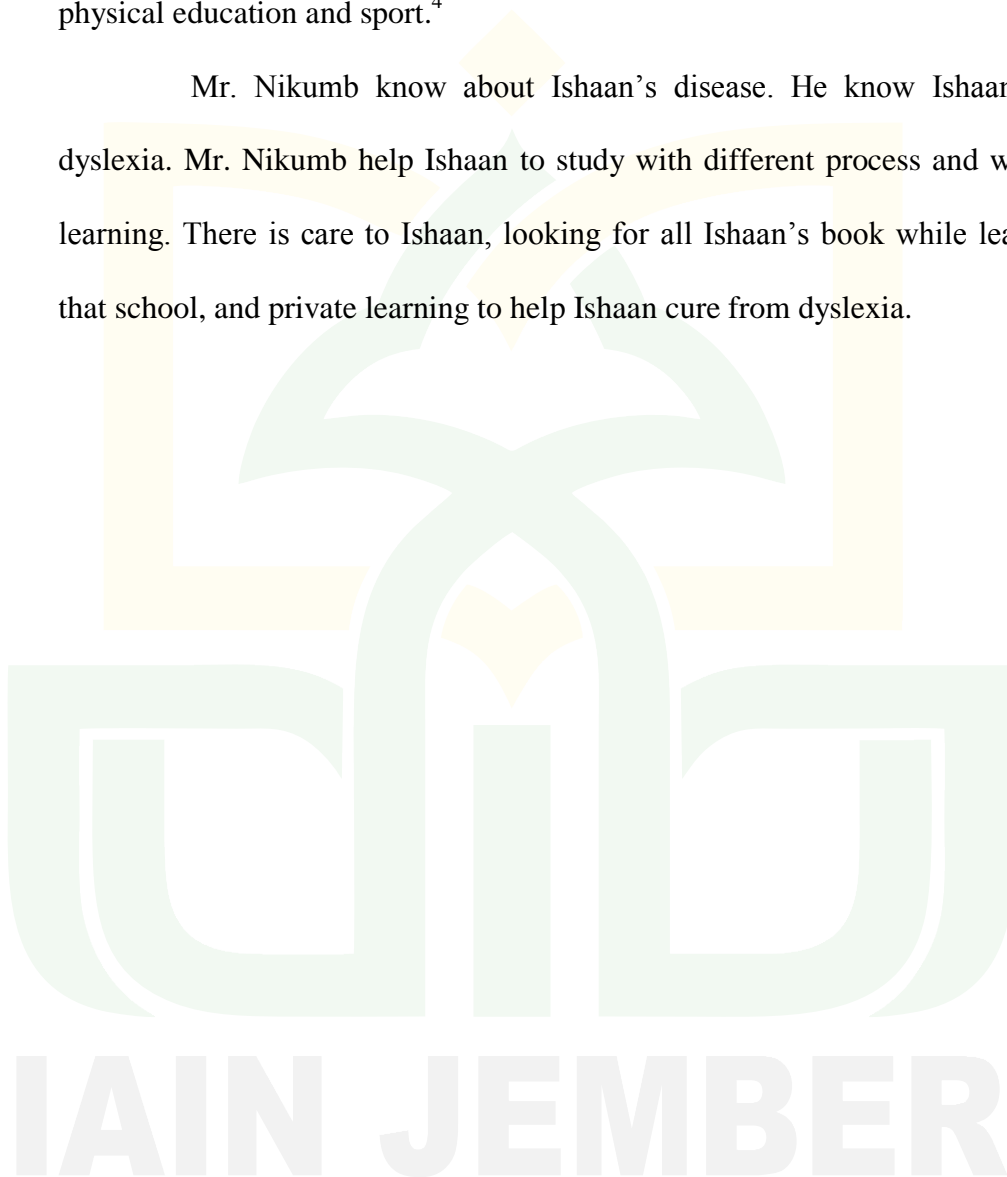
Other problem that happen to Ishaan is society react. in this movie, Ishaan get bullying from his freind. His friend always bullying him just because he have dibalitites. In other side, Ishaan always get judging and comparing by his parent dan his teacher. According to Lindsay, Although not all dyslexic children have difficulties in coordination, some have, and this can have implications for practical work in some subjects. The coordination difficulties may be seen in handwriting, other fine motor activities, such as

²Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 9.

³ *Ibid.*, 11.

using scissors, and sometimes in general coordination, such as in sport. It is worth stressing, however, that is not always the case, and some dyslexic children may well have a talent for art and crafts as well as subjects such as physical education and sport.⁴

Mr. Nikumb know about Ishaan's disease. He know Ishaan had dyslexia. Mr. Nikumb help Ishaan to study with different process and way to learning. There is care to Ishaan, looking for all Ishaan's book while learn in that school, and private learning to help Ishaan cure from dyslexia.



⁴ Lindsay Peer and Gavin Reid, *Introduction to Dyslexia*, (London: David Fulton Publishers, 2003), 11.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

In the movie “Taare Zameen Par”. Ishaan as main character who has dyslexia does not understand about his his disability and his parents also. There are several symptoms of dyslexia that happened to Ishaan. They were reading difficulty, writing difficulty, and coordination. Because of dyslexia symptoms, Ishaan always felt difficult to understand how to read and writing word, he always did some mistake when he learns.

Reaction from society, Ishaan always get bullied from his friends because his friend though that Ishaan is naughty and idiot boy. Beside it, Ishaan always got angry from his father with same reason like Ishaan friend. This bullying never stopped until he met Ram Shakar Nikumb as new teacher.

Several strategies were used by Ishaan’s teacher to help him.his teacher understood what happens to to him by looking at his books. He understood why Ishaan was silent and did nothing in the class. In those books, Ishaan always did the same mistakes. Normal people would not do the same mistakes when they knew the right one. But not for Ishaan, he did some mistakes in writing alphabets, word and others. Then Ishaan’s new teacher taught him individually without other students, private learning inside and outside the classroom. Sometimes, Ishaan’s new teacher used media for learning, like writing on the sand also other media there used to teach Ishaan.

B. Suggestion

It is suggested to teacher to taking care of their students better since every student is different. Some students feel lazy for several reasons. It is the teacher's job to solve the problem.



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MATRIX OF RESEARCH

Title	Variable	Indicator	Research Method	Research Problem
A Psycholinguistic Analysis about Language Disorder of Dyslexic Character in “Taare Zameen Par” Movie	<ol style="list-style-type: none"> 1. Symptoms of dyslexia 2. Society React 3. New teacher Strategies 	<ol style="list-style-type: none"> 1. Symptoms of dyslexia <ol style="list-style-type: none"> a. Reading difficulty b. Writing difficulty c. Coordination 2. Society react <ol style="list-style-type: none"> a. Bullying b. Judging c. Comparing 3. New teacher strategies <ol style="list-style-type: none"> a. Caring to Ishaan b. Obseving Ishaan’s book c. Teaching Privately 	<ol style="list-style-type: none"> 1. Research Design: Descriptive qualitative 2. Data Source: Taare Zameen Par (2007) 3. Data Collection: Script analysis 4. Data Analysis: <ol style="list-style-type: none"> 1) The Writer classified 2) The writer analyzed the process 3) The writed looked for the reason 4) The writer concluded the whole data analyzed 	<ol style="list-style-type: none"> 1. What symptoms of dyslexia happened to Ishaan in the Taare Zameen Par Movie? 2. How did the society react to Ishaan in the Taare Zameen Par Movie? 3. What strategies were applied by the new teacher to help Ishaan in Taare Zameen Par Movie?

STATEMENT OF THESIS AUTHENTICITY

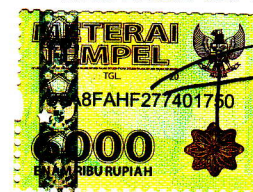
The undersigned below:

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Faculty : Tarbiyah and Teacher Training
Institution : State Institute of Islamic Studies of Jember

It hereby states in full that the thesis entitled "A Psycholinguistics Analysis About Language Disorder Of A Dyslexic Character In "Taare Zameen Par" Movie" is an original and authentic piece of work by the researcher. All materials incorporated from secondary sources have been fully acknowledged and referenced.

Jember, November 27th, 2019


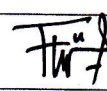

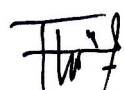
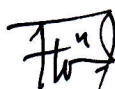

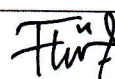
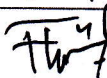
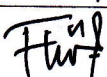
Who made the statement



Bobby Fadillah Mu'alim
NIM. T20156016

RESEARCH JOURNAL

COLLECTING THE DATA

No	Things To Do	Time	Signature
1	Checking the Instrument	9 April 2019	
2	Re-check instrument	9 April 2019	
3	Analyzing the symptoms of dyslexia	29 April 2019	
4	Analyzing the reaction of society	6 May 2019	
5	Analyzing the new teacher strategy	13 May 2019	
6	Watch "Taare Zameen Par" movie	10 April 2019	
7	Collecting Data	11 April 2019	
8	Presenting Data	22 May 2019	
9	Drawing Conclusion	23 May 2019	

Jember, 27 Nov 2019

The Advisor



Dewi Nurul Qomariyah, M.Pd
NIP. 19790127 200710 2 003

DOCUMENTATION PICTURE

DATA 1



Ishaan get reading difficulty to read alphabets

DATA 2



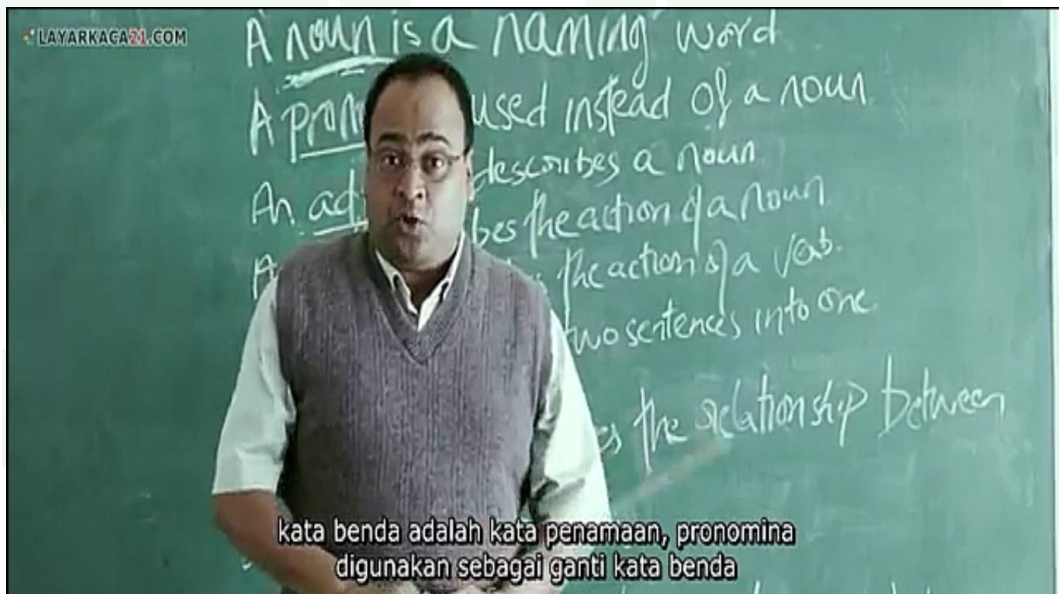
Ishaan get writing Difficulty and always make same wrong

DATA 4



Ishaan get bullying when he play wit his friend

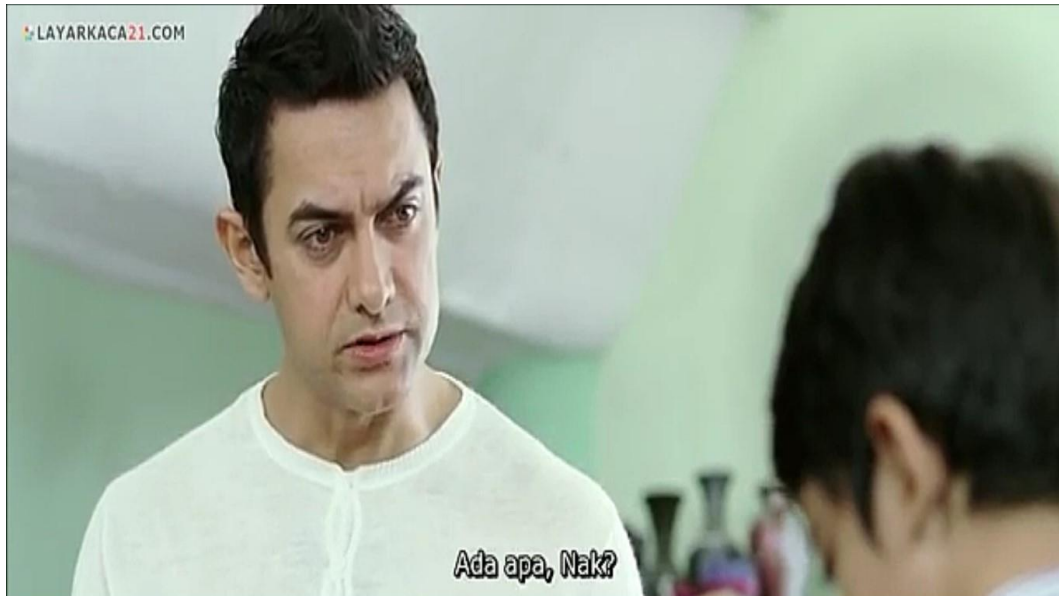
DATA 5



kata benda adalah kata penamaan, pronomina digunakan sebagai ganti kata benda

Old teacher make Ishaan give up to learn

DATA 6



New teacher take care to Ishaan

DATA 7



Mr Nikumb teach alphabet to Ishaan by Sand box

DATA 8



Mr Nikumb try sense alphabets to Ishaan

DATA 9



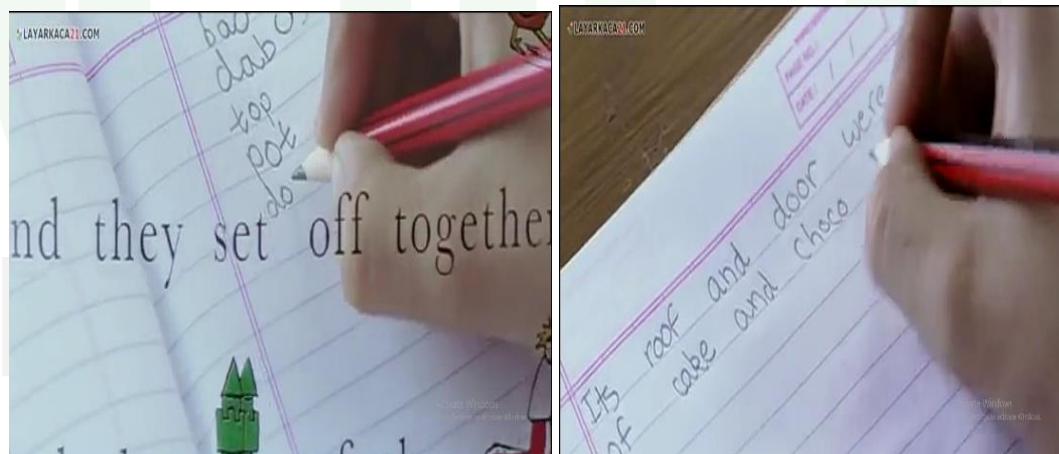
Mr. Nikumb use oil painting and wax to teach Ishaan make alphabets

DATA 10



Mr Nikumb ask Ishaan writing in real media

DATA 11



Mr Nikumb ask Ishaan to write sentence

DATA 12



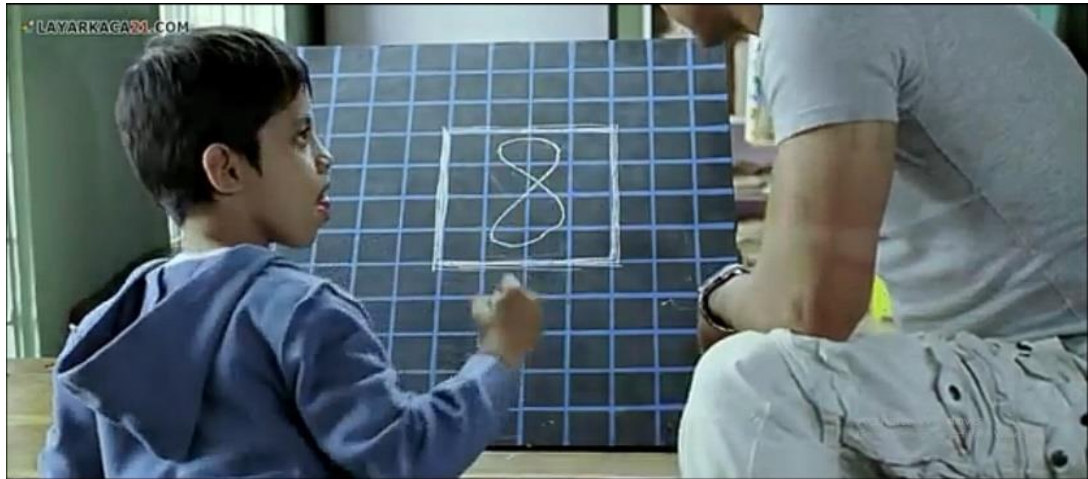
Mr. Nikumb begins to teach Ishaan by writing several words with similar ending letter and similar pronunciation

DATA 13



Mr. Nikumb makes a voice recording of a text reading.

DATA 14



Mr. Nikumb ask ishaan to write number from big size to small size

DATA 15



Mr Nikumb teach Mathematic by using floor

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