

**LANGUAGE DISORDER OF DSYLEXIC IN DYSLEXIC  
VLOGS**

**THESIS**

By:

**Fadhillah Rahmi**

NIM 16320045



**DEPARTMENT OF ENGLISH LITERATURE**

**FACULTY OF HUMANITIES**

**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
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**LANGUAGE DISORDER OF DYSLEXIC IN DYSLEXIC  
VLOGS**

**THESIS**

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang  
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra (S.S)*

By:  
Fadhillah Rahmi  
NIM 16320045

Advisor:  
**Dr. Rohmani Nur Indah, M.Pd.**  
NIP 19760910 20031 2 2002



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2020**

### STATEMENT OF AUTHORSHIP

I state that this thesis is to fulfill the requirement for the degree of *Sarjana Sastra* (S.S). This thesis entitled “**Language Disorder of Dyslexic in Dyslexic Vlogs**” is my original work. I do not include any materials which are previously written or published by other people, except cited as references and written in bibliography. Hereby, I am the only person who is responsible for that.

Malang, 19 June 2020

The researcher,



Fadhillah Rahmi

NIM. 16320045

APPROVAL SHEET

This is to certify that Fadhillah Rahmi's thesis entitled **Language Disorder of Dyslexic in Dyslexic Vlogs** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

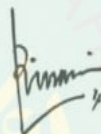
Malang, July 8, 2020

Approved by  
Advisor

Head of English  
Literature  
Department,



Dr. Rohmani Nur Indah, M. Pd.  
NIP 19760910200322002



Rina Sari, M.Pd.  
NIP 197506102006042002



I hereby acknowledged  
by  
Fadhillah Rahmi, M.A.  
NIP 196609101991032002

LEGITIMATION SHEET

This is to certify that Fadhillah Rahmi's thesis entitled **Language Disorder of Dyslexic in Dyslexic Vlogs** has been approved by the advisor for the approval by the Board of Examiners as one the requirements for the degree of *Sarjana Sastra* (S.S.) in English Letters Department.

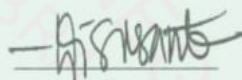
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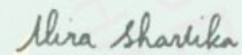
1. H. Djoko Susanto M.Ed, Ph.D.(Main Examiner)

NIP.196705292000031001



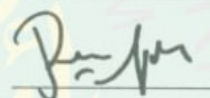
2. Mira Shartika, M.A. (Chairman)

NIP.19790308201802012177



3. Dr. Rohmani Nur Indah, M.Pd. (Advisor)

NIP.197609102003122002



Approved by  
Dean of the Faculty of Humanities  
  
Dr. Hidayatullah, M.A.  
NIP.196609101991032002

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

*Actually, after difficulty there is ease*

*“Maka sesungguhnya, setelah kesulitan akan ada kemudahan”*



## DEDICATION

This thesis is proudly dedicated to:

My beloved parents who always be my first supporter

My father Harnaidy Hasibuan and My mother Hj. Murni Hosen, S.E

My beloved sister Mutia Rahmi

Thanks for carrying, supporting, and praying me



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The researcher does realize that in writing the thesis, there are many mistakes. Therefore, all suggestions and advices are welcome for the improvement of the thesis.

## ABSTRACT

Rahmi, Fadhillah. 2020. *Language Disorder of Dyslexic in Dyslexic Vlogs*. Thesis (Skripsi). Linguistics. Malang: English Letters Department, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor: Rohmani Nur Indah, M.P.d.

Key term: Language Disorder, Learning Disability, Dyslexia, Dyslexic Vlog

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This study examines the problem of dyslexia. The researcher chose this topic because it was assumed that dyslexia could affect someone's learning process, as we know that dyslexia is commonly known as a learning disability. Dyslexia occurred because of language disorders which affect learning process. The learning disabilities mostly included as reading and writing difficulties. The difficulties in reading and writing made dyslexic people have kinds of errors at both skills. This research had two research questions; the first was the type of writing difficulty faced by dyslexics, and the second was the type of reading difficulty faced by dyslexics.

This research used descriptive qualitative method study to investigate the problem of dyslexics in some vlogs. The researcher collected the data by watching, transcribing, classifying, and analyzing the vlogs. This research aimed to understand the types of difficulties through an error of people with dyslexia based on dyslexic vlogs. Therefore, the researcher used Levinson's (1994) theory to analyze the types of reading and writing errors faced by people with dyslexia. According to Levinson (1994), the errors in writing and reading are the same types of errors.

The results of the finding indicated that writing errors were more common in people with dyslexia. In writing difficulty, people with dyslexia produced almost all types of writing error, except condensation and reversal. The types of writing errors done by people with dyslexia were substitution, omissions, insertions, displacements, and guessing. Therefore, the results of this study showed that reading errors in dyslexic did not often occur. Based on the vlogs, the researcher only found four kinds of reading errors produced by dyslexic. They were substitution, omission, displacement, and reversal. From the previous explanation, this research expected to be a theory that can enrich further researchers to find the phenomenon of reading and writing errors.

## ABSTRAK

Rahmi, Fadhillah. 2020. Gangguan Bahasa pada Disleksia dalam Vlog-Vlog Disleksia. Skripsi. Linguistik. Malang: Jurusan Sastra Inggris, Fakultas Ilmu Budaya, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Rohmani Nur Indah, M.P.d.

Kata kunci: Gangguan Bahasa, Ketidakmampuan Belajar, Disleksia, Disleksik Vlog

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Studi ini meneliti masalah disleksia. Peneliti memilih topik ini karena diasumsikan bahwa disleksia dapat mempengaruhi proses belajar seseorang. Seperti yang diketahui, disleksia umumnya dikenal sebagai ketidakmampuan dalam belajar. Disleksia terjadi karena mereka memiliki kelainan bahasa yang mempengaruhi proses belajar mereka. Ketidakmampuan belajarnya termasuk kesulitan membaca dan menulis. Kesulitan dalam membaca dan menulis yang mereka hadapi membuat penderita disleksia memiliki beberapa kesalahan pada keduanya. Penelitian ini memiliki dua pertanyaan penelitian, pertama adalah apa jenis kesulitan menulis yang dihadapi penderita disleksia dan yang kedua adalah apa jenis kesulitan membaca yang dihadapi oleh penderita disleksia.

Penelitian ini menggunakan metode penelitian deskriptif kualitatif untuk menganalisis masalah disleksia pada beberapa vlog. Peneliti mengumpulkan data dengan menonton, menyalin, mengklasifikasikan, dan menganalisis. Penelitian ini bertujuan untuk mendapatkan pemahaman tentang apa saja jenis kesulitan pada disleksia melalui kesalahan yang mereka miliki berdasarkan beberapa vlog disleksia. Oleh karena itu, peneliti menggunakan teori Levinson (1994) untuk menganalisis jenis-jenis kesalahan membaca dan menulis yang dihadapi oleh penderita disleksia. Poin utama dari teori ini adalah Levinson (1994) bahwa kesalahan dalam menulis dan membaca kesalahan memiliki jenis kesalahan yang sama.

Hasil temuan menunjukkan bahwa kesalahan menulis lebih sering terjadi pada penyandang disleksia. Dalam kesulitan menulis, mereka menunjukkan hampir semua jenis kesalahan penulisan kecuali kondensasi dan pembalikan. Jenis kesalahan penulisan yang muncul adalah substitusi, kelalaian, penyisipan, perpindahan, dan tebakan. Dalam kasus lain, hasil penelitian ini menunjukkan bahwa kesalahan membaca dalam disleksia tidak sering terjadi. Berdasarkan beberapa vlog, peneliti hanya menemukan empat jenis kesalahan membaca, yang dihasilkan oleh disleksia. Mereka adalah substitusi, kelalaian, perpindahan, dan pembalikan. Dari penjelasan sebelumnya, penelitian ini diharapkan menjadi sebuah teori yang dapat memperkaya peneliti selanjutnya untuk menemukan fenomena kesalahan membaca dan menulis.

## المخلص

رحمي ، فضيلة. 2020. اضطرابات اللغة في عسر القراءة في مدونات عسر القراءة أطروحة لغوي. مالانغ: قسم الأدب الإنجليزي، كلية العلوم الثقافية ، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانغ.  
المشرف: رحمان نور انداح، M.P.d،  
الكلمات الرئيسية: اضطرابات اللغة ، صعوبات التعلم ، عسر القراءة ، مدونات عسر القراءة

تحل هذه الدراسة مشكلة عسر القراءة يختار الباحث الموضوع لأنه يفترض أنه قادر على التأثير على عملية التعلم. كما تعلمون ، هذا عسر القراءة والذي يُعرف بإعاقه التعلم. يحدث عسر القراءة لأن لديهم لغة تؤثر على عملية التعلم الخاصة بهم. في الغالب ، تتضمن صعوبات التعلم صعوبة في القراءة والكتابة. الصعوبات في القراءة والكتابة التي يواجهونها تجعل الأشخاص الذين يعانون من عسر القراءة لديهم بعض الأخطاء في الأزواج. تحتوي هذه الدراسة على سؤالين بحثيين ، السؤال البحثي الأول هو نوع مشكلة الكتابة التي تعالج مشكلة مرضى عسر القراءة والثاني هو نوع المشكلة التي يقرأها الأشخاص الذين يعانون من عسر القراءة. تستخدم هذه الدراسة طرق بحث وصفية وصفية لتحليل مشكلة عسر القراءة في العديد من مدونات الفيديو. يجمع الباحثون البيانات من خلال المشاهدة والتنظيم والتصنيف والتحليل. تهدف هذه الدراسة إلى اكتشاف فهم أنواع الصعوبات الموجودة في مدونات الفيديو المصابة بعسر القراءة. الصعوبات التي يعاني منها عسر القراءة لديها بعض الأخطاء في عمليات الكتابة والقراءة. لذلك ، يستخدم الباحثون نظرية ليفنسون (1994) لتحليل أنواع أخطاء القراءة والكتابة التي طورها عسر القراءة. النقطة الرئيسية في هذه النظرية هي ليفنسون (1994). نتائج هذا الاكتشاف تثبت أن أخطاء الكتابة أكثر شيوعًا في الأشخاص الذين يعانون من عسر القراءة. في صعوبات الكتابة ، ينتج عن عسر القراءة كل أنواع الأخطاء تقريبًا خالية من التكرار والعكس. أنواع الأخطاء التي يقدمها عسر القراءة هي الاستبدال والإهمال والإدخال والانتقال والتخمين. في حالات أخرى ، تشير نتائج هذه الدراسة إلى أن أخطاء القراءة في عسر القراءة لا تحدث بشكل متكرر. استنادًا إلى العديد من مدونات الفيديو ، وجد الباحثون أربعة أنواع فقط من أخطاء القراءة ، التي تنتج عن عسر القراءة. هم الاستبدال والإهمال والانتقال والعكس. من التفسير السابق ، من المتوقع أن يكون هذا البحث نظرية يمكن أن تثري الباحث التالي للعثور على ظاهرة قراءة الأخطاء والكتابة.

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## CHAPTER I

### INTRODUCTION

This chapter presents the process of this research. This parts consists of several points including; background of the study, problem of the study, objectives of the study, significance of the study, scope and limitation, definition of key terms, previous study, research methods, research design, research instruments, data sources, data collection, and data analysis.

#### A. Background of The Study

Everyone in the world is expected to have basic skills in learning, such as reading, listening, speaking, and writing. These basic skills do not only apply to adults but also children. Basic ability is not only needed in social life but also required in supporting the educational process (Mukhammad & Damanhuri, 2016).

In the educational environment, basic skills are essential in the learning process. Reading is one of the four language skills that must be possessed by a student, in addition to three other language skills, namely listening, speaking, and writing. Reading skills are considered very important maintained by a student because it is one way to gain knowledge. If someone does not master basic skills well, this is a sign that he has a learning disability (Feronika & Hartini, 2016).

Learning disabilities occur because someone has a language disorder, which can affect their learning process. Indah (2017) argues that language is



the process of verbally expressing thoughts and feelings in sentence form. The process is complicated because it requires the functioning of various organs that affect the mechanism of speaking, processing ideas into words, as well as the mental modality expressed when speaking, which is also determined by environmental factors.

If someone experiences a language disorder, it will disrupt the learning process. This problem is a psycholinguistic phenomenon called dyslexia. Reid (2005: 6) claims that dyslexia occurs in someone whose left hemisphere is disturbed, and it makes it difficult to recognize words, numbers, and symbols that they hear or see. This disorder is not a form of physical disability, such as vision problems, but it leads to how the brain processes information read by children. So, dyslexia means difficulty in the language (Lidwina, 2012).

Most people cannot understand what dyslexia is, especially those closest to them. Many teachers and parents assume that students who have difficulty in learning are lazy. According to Mukhammad & Damanhuri (2016), learning disabilities are not a problem related to intelligence and motivation, but they are related to the problems they face. Many people who have dyslexia are great; one of them is Albert Einstein. He had a bad memory, and because of that, he had difficulty remembering things. In fact, as we know, Einstein is one of the famous theoretical physicists.

There are some previous studies which have related topic to this study. Ruzanna et al., (2013) focuses on types of reading and writing errors in Dyslexic Malay children. Mukhammad & Damanhuri (2016) and Rizka (2012)

focus on learning disabilities faced by students in the class. Mukhammad & Damanhuri (2016) discusses types of dyslexia and the methods applied to overcome the difficulties. Meanwhile, Rizka (2012) identified and explained the types of linguistic errors experienced by the dyslexic character, examining the environmental factors, and describing the teaching approaches used in the movie.

Another research conducted by Bourassa et al., (2019) and Sumner et al., (2014). These researches focus on spelling in dyslexic. Bourassa et al., (2019) concerned about spelling performance in dyslexic children. In this study, the research examined the extent to which children with dyslexia are sensitive to the principle of root firmness in the form of inflection and heredity. Meanwhile, Sumner et al., (2014) focused on the relationship between spelling ability of vocabulary and writing ability in dyslexic children. The result of this study showed that dyslexic children become hesitant when they are writing.

From the previous studies above, there are some gaps found in these studies. Previous studies do not analyze the types of difficulties people with dyslexia experienced based on their real stories. Therefore, this study focuses on the topic of the lives of a person with dyslexia. The researcher chose some dyslexic video blogs to be the object of this study because the researcher want to analyze it directly, based on the story they shared on their own YouTube channels.

In this study, the researcher only focuses on the types of reading and writing difficulties experienced by dyslexic patients based on the contents of

the Vlog. There are many stories shared by people with dyslexia on their own YouTube channels. They talk about how dyslexia changes their lives, how their environment responds to their ease, and how they solve their problems.

The theory uses in this study is Levinson (1994) about type of errors of dyslexic. Levinson (1994 in Ruzanna et al., 2013) stated that there is three aspects area of dyslexia, namely dyslexia in reading, dyslexia in writing, and dyslexia in arithmetic. Besides, this research is only focuses on reading and writing aspects. The researcher analyzes the writing and reading difficulties of dyslexic in the vlogs. Then, the researcher classified the error based on the difficulties they faced.

To know about types of reading and writing errors, the researcher uses Levinson's (1994) theory. In this case, Levinson stated type of reading and writing error have the same types, which divided into seven mechanisms of errors, there are *substitutions, insertion, displacement, omission, condensation, reversal, and guessing*.

In this syndrome, dyslexic fails to balance long-term and short-term memory. The error is proven when the child cannot write words just by listening without seeing the word. So, dyslexic try to find the best way to memorize the form of sounds, sounds, and combinations of syllable repetitions because they are easily forgotten (Mohammad, 2012).

## **B. Problem of The Study**

According to the background of this study, the researcher wants to analyze how do the dyslexic individual experiences of reading and writing difficulties. The research questions are;

1. What are the types of writing difficulty faced by dyslexics in the dyslexic vlogs?
2. What are the types of reading difficulties faced by dyslexics in the dyslexic vlogs?

## **C. The Objective of the Study**

Based on the problem the researcher analyzes, there are two objectives why the researcher chooses the problem;

1. To analyze the types of writing difficulty in dyslexic based on the Dyslexic Vlogs
2. To analyze the types of reading difficulty in dyslexic based on the Dyslexic Vlogs

## **D. Significance of The Study**

This research is expected to contribute to the readers both theoretically and practically. Theoretically, is to enrich the understanding of dyslexia in the field of psycholinguistics. The researcher expected to provide additional insights and extended information to examine types of dyslexia based on

Levinson's theory (1994). Practically, this study is expected to be a good reference for further researchers in conducting research about the types of difficulty on dyslexics with psycholinguistic perspectives.

#### **E. Scope and Limitation**

This research raised one of the phenomena contained in the discussion of psycholinguistics, especially language disorders. The data is taken from the main characters in the dyslexic vlogs to discuss the research in detail. This research focuses on the types of reading and writing difficulties that are experienced by the main character on the Vlog. To understand this phenomenon, the researcher uses Levinson's (1994) theory to find out the types of writing and reading difficulty through some error in dyslexic.

#### **F. Definition of Key term**

1. Language disorder is a communication disorder where a person has difficulty in learning and when using various forms of language (i.e., spoken, written, sign language).
2. Learning disability is a classification in several areas of functioning in which a person has difficulty in learning in a unique way.
3. Dyslexia is a specific learning disability originating from neurobiologists. Characterized by difficulties with accurate word recognition, poor spelling and decoding skills. It can cause problems in reading comprehension and

reduced reading experience which can inhibit vocabulary growth and background knowledge.

4. Dyslexic Vlog is a dyslexic personal records which are packaged in video format and distributed publicly in their own YouTube channel.

### **G. Previous Studies**

To give more understanding about this research, some previous research is needed to enrich information about language disorders. Therefore, this topic has been conducted by several researchers. There are four researchers who choose some dyslexic students to be their subject for their research, one study chooses phonological and spelling in dyslexic as a research topic, and there is a study chose grammatical aspect of dyslexic as a research topic.

The first is Ruzanna et al., (2013), this research focuses on spelling errors among dyslexic children in the Malay Language essay-writing. The aims of this research is to identify the types of spelling error in dyslexic in the reading and writing aspect. The object of this research was done on 8 dyslexic children, which is aged 10 years old. The research is categorized in descriptive qualitative method. The theory applied is Levinson's (1994) theory. The finding of this research showed that elimination, replacement, and wild guess are the most committed by the dyslexic children.

The second is the research of Mukhammad & Damanhuri (2016) discussing learning disorders of students in the movie. The purpose of this research is to describe the method that is applied to overcome dyslexic character. The researchers stated that dyslexia related to language disorder and

learning disability which can affect abilities in reading, writing, and arithmetic. Their research used descriptive qualitative to get more detailed explanations from the data. The theory applied is Gillingham & Stillman approach in understanding the method applied by the teacher. The teacher in this movie used some media such as a sandbox, oil painting, and wax to overcome the problem.

The third is the research conducted by Rizka (2012), which discussed the kinds of linguistic error experienced by the main characters, environmental factors, teaching approach to recover the problem. To uncover the difficulties of the main character in the movie, the researcher used Reid's theory. This study used a descriptive qualitative research method to describe the phenomena of dyslexics in the movie. The types of teaching approaches in the movie are phonological approach, language experience, teacher modeling, self-questioning and gaging parents.

The fourth research was conducted by Bourassa et al., (2019), which focused on spelling performance in dyslexic children. In this study, the research examined the extent to which children with dyslexia are sensitive to the principle of root firmness in the form of inflection and heredity. The participants are some children in the school. They were given a response booklet and completed the task individually in one session in quiet rooms outside their classrooms. The result of this research is children are not able to make maximal use of root constancy, as to accuracy performance for morphologically complex forms lags.

The fifth is a study conducted by Sumner et al. (2014). The purpose of this study is to examine whether the hesitation spelling of dyslexic children influences vocabulary choices when they are writing. Thirty-one dyslexic students became the participant of this study and compared with the developing group of children. The participants were matched by their age and their spelling ability.

The last research is Szenkovits et al., (2016) which discusses the phonological aspects of grammar in dyslexic students. This research investigates one aspect of phonological grammar. It focused on systematic variations introduced by speakers in their production of words in order to reliably recognize lexical items in the speech of others. The participants were recruited through advertisements at Paris Universities. The results showed that individuals with dyslexia had obtained their native language phonological rules normally, and implied that they had to have well-defined phonological representations.

From the previous studies above, the researcher assumed that this research has differences from the previous research. The researcher focuses on analyzing types of errors in writing and reading of dyslexics based on the difficulties they faced in their YouTube account. The researcher chose some dyslexic vlogs to be the object of this study, because the researcher aims to analyze directly based on the story in their own YouTube channels.

In this study, the researcher only focuses on the types of reading and writing difficulties experienced by a dyslexic. There are many stories shared



by dyslexics in their own YouTube accounts. They talk about how dyslexia changes their lives, how their environment responds to their ease, and how they solve their problems.

## H. Research Methods

This section discusses how the method and techniques to collect and analyze the data.

### 1. Research Design

The researcher uses descriptive qualitative studies in this study. It called descriptive because researchers describe, analyze, categorize, and interpret research subjects to reveal answers. According to Creswell (2007, p.119), a qualitative researcher has more choices regarding data collection, such as e-mail messages and online data gathering, and typically the researcher will collect data from more than one source.

This study uses a psycholinguistic perspective, specifically regarding language disorders. Language disorders become one of the causes of learning difficulties in learning, which named Dyslexia. Dyslexia tends to be felt by those who have difficulty in understanding meaning, words, and writing. This study used Levinson's theory to find out the problematic areas of dyslexia and types of reading and writing difficulties faced by dyslexics in their vlogs.

### 2. Research Instruments

This study refers to qualitative research, so the instrument used in this study is the researcher herself to conduct this research. The researcher

participated in the processes of collecting, identifying, and analyzing the data to find the result. As the main instrument, this research is managed by herself.

### 3. Data Sources

The data in this research are in the form of utterances produced by the dyslexic individuals from their own YouTube channel. The researcher chose Vlog as the object of this study to analyze the data according to their experience as dyslexics. The data source in this study is based on individual characteristics of YouTubers who have language disorders in their vlogs. There are some Vlogs which will be analyzed by the researcher, such as *Life as a Dyslexic*, *Dyslexic Spelling Test*, *Dyslexic Spelling Bee*, *Dyslexic*, and *I'm Dyslexic English Teacher*.

### 4. Data Collection

In collecting the data, the researcher conducted several steps divided into several stages. First, the researcher downloaded the vlogs to analyze. Second, the researcher watched and checked the similarity between the subtitles and the transcript. Third, the researcher identified videos that relate to the problem of the study.

### 5. Data Analysis

According to Creswell (2007, p. 148), data analysis in qualitative research consists of preparing and organizing the data. When the researcher collects the data, the researcher takes several steps. First, the researcher analyzed the types

of difficulties experienced by dyslexics. Second, the researcher classified the types of difficulties faced by dyslexic individuals.

The researcher used Levinson's theory (1994) to classify the types of error errors according to their difficulties in the vlogs. Finally, the researcher made conclusions from the types of difficulties faced by dyslexics in their vlogs.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter covers the literature review to support the study's theoretical framework, which consists of a few points including psycholinguistics, language disorder, learning disability, and dyslexia.

#### A. Psycholinguistics

Psycholinguistics is a field of study that deals with psychological aspects of language studies that focus on two aspects, namely theoretical and practical aspects. Theoretically, it focuses on linguistics and psychology that can explain the nature of language and its mastery. Practically, it focuses on the application of linguistic and psychological knowledge such as reading, bilingualism, learning, and teaching a second language, and so on (Kess, 1992, p.1).

According to Warren (2013), psycholinguistics can be interpreted as a study of mental processes and representations relating to language use. Including the production, understanding, and storage of spoken and written languages. Psycholinguistics means tries to decipher psychological processes that take place if someone who utters sentences the sentence he heard when communicating, and how humans speak the ability language.

This language is linguistically acceptable, and psychologically it can explain the nature of language and its acquisition. In other words,

psycholinguistics tries to explain the quality of the structure of language (Rahmat, 2018).

Said (2018) stated that psycholinguistic is the study of psychological and neurological factors that cause humans to acquire, understand, and use language. Psycholinguistics deals with the use of scientific methods for language learning, acquisition, production, and processing. In other meaning, psycholinguistics as a scientific study of processes and elements in the language (Jodai, 2011).

Besides, Kuntarto (2017) explained that psycholinguistics is an interdisciplinary science between psychology and linguistics, which has characteristics, including; (a) discussing the relationship of language with the brain, (b) directly related to the process of encoding (encoding) and decoding (coding), (c) as an approach, (d) examine language knowledge, use of language, and language changes, (e) discuss the processes that occur in speakers and listeners to language, (f) focus on discussions regarding the acquisition of language and linguistic behavior, related to children's language development, (g) related to psychological processes in building or understanding sentences.

Based on the explanation above, the researcher concludes that the terms language psychology and psycholinguistics are treated as a synonym. Both are studies of language externally, namely studying the language in terms of psychology. Language psychology or psycholinguistics is a language study that involves two disciplines of science, namely psychology and linguistics. It can be

concluded that, psycholinguistic is a study that combines the fields of psychology and language. The point of detail, psycholinguistics is language psychology.

## **B. Language Disorder**

Marisa (2015), stated that language is one of the parameters in child development. Speech and language skills involve cognitive, sensorimotor, psychological, emotional and environmental development around the child. Language skills can generally be distinguished by *receptive abilities* (listening and understanding) and *expressive abilities* (speaking).

A variety of factors can support children's language abilities. These factors include health factors and intelligence factors. Of these factors, the most dominant influence on children's language skills is health. The health factor, in this case, in particular, is brain health. If the brain experiences a disorder or disease, it can be ascertained that a child's language ability will decrease or even be unable to master the language at all (Utami and Irawati, 2017).

The most common way to communicate is by talking. In some people, the act of speaking to express what they want to say is easy. While on the other side, for some people, expressing thoughts and feelings in the form of words is not easy. When someone has difficulty expressing thoughts and feelings in word, this leads to a problem called language disorder, and this disorder happens because someone cannot speak accurately and clearly. This disorder can be caused by genetic problems or due to brain damage (Rizka, 2012).

In this case, language disorder affects 2 (two) things:

1. Slow in language acquisition. For example, a five-year-old child has language competence equivalent to a two-year-old child.
2. Deviating from the standard form in children who acquire language in a different order than most children, or the child has abilities that are very different from native speakers of his language (Indah, 2011).

According to Lanier (2010), people who suffer from language disorder know what they want to say and how to use it properly. However, they have difficulty in producing sounds to communicate properly like people in general, such as not being able to pronounce letters and unable to provide speech that can be understood by the listener.

A language disorder refers to a decrease in the ability to understand words in context verbally or nonverbally. Language disorders cause interference with the understanding and use of oral or written symbols. This disorder is found in language, language content, and language function in communication (Zakiah, 2015). According to the definition before, a language disorder can make it difficult for someone to express their thoughts and feelings through speech.

Another explanation is based on Indah (2017), which stated that language disorders in linguistics are the inability to obtain linguistic information. This disorder can affect several things, such as fluency problems and written language problems.

*a. Fluency problems*

This problem is related to psychological state, usually found in people who stutter and talkative. In other speakers, this problem physiological, about formation errors and process articulation organs.

*b. Written language problem (dyslexia)*

Dyslexia is a language disorder that causes difficulty in reading, writing, calculating, or processing information is written linguistics. Disorder in reading is called dyslexia, while the disorder recognizes writing is called dysgraphia. This disorder can be temporary or permanent and can be suffered by all ages.

**C. Learning Disability**

Learning disability are neurological disorders that affect the brain's ability to understand, remember, and process information, causing difficulties in academics, especially in reading, writing, and arithmetic. Neurological disorders can cause learning difficulties if related to the function of visual perception, language, motor, and attention. Examples include children who have difficulty concentrating, lack of motivation to learn, or children who are not cooperative (Razak A, 2014).

Some researchers in Hammill (1990) explain various definitions of learning disability which are discussed briefly. First, Kirk (1962) mentioned that a learning disability is a process that affects language and academic performance of various ages. The cause of this problem centers on brain dysfunction. Subiantoro



et al., (2019) argues that learning difficulties are not only found in low-ability individuals but also experienced by high-ability students. Second, The National Advisory Committee on handicapped children definition (1968), defines that individuals especially children with learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding spoken and written.

Third, based on the explanations above we know that individual with a learning disability has difficulty in spoken and written, because of that Bateman (1965 in Hammil, 1990) argues that children who have learning disabilities are those in education environment have to differentiate between intellectual potential and actual level of performance.

Based on some definitions of learning disability, it can be concluded that learning disability is a condition that makes someone hard to understand something, especially in the learning process. A learning disability occurs because someone has a language disorder.

According to Kristiantini (2015), areas of learning involved in specific learning difficulties include broad and complicated areas. The first area is the area of academic skills, including the ability to read, write, spell, arithmetic and language, both spoken and written languages. The second area is the executive function which is also very much needed in daily life.

Besides, in Suryani (2010), explains there are several factors causing learning difficulties, such as: (1) hereditary factors, (2) interference during

pregnancy, (3) the condition of the fetus is not receiving enough nutrition, (4) post-natal trauma, (5) recurrent ear infections in infancy, (6) childhood intoxicity-often associated with aluminum.

The main characteristics of learning difficulties are; (1) internal disorders, that is derived from within the child itself, like maybe a child has a distraction center of attention and cause impaired perceptual abilities; (2) the gap between potential and achievement where children with learning difficulties have normal intelligence potential, but for academic achievement, they have low achievement; (3) the absence of physical or mental disorders. It happens to the learning problems like; mental retardation, slow learner, and learning problem.

Mutiani & Suyadi (2020), stated that learning activities certainly have an effect by various factors that each other related to each other. Factor it can be classified into two class, namely;

1. Internal factors which influence activity study can be divided into two aspects among others: (a) physiological aspects are the situation physical that mark the level of fitness part body and joints that can affect enthusiasm in taking lessons, (b) psychological aspects are the circumstances that affect the quality and quality of student learning, like intelligence, talent, attention, and automation.

2. External factor that affects learning activities, i.e., school, home, and community environment around.

## D. Dyslexia

The term dyslexia originally from the Greek word, "dys" means difficult and "lexia" means related to the words. Dyslexia refers to a learning disability which affects writing, reading, and speaking skills, because of that dyslexic actually learn harder than normal children because they have difficulties in their learning process.

Another source, Bolhasan (2009) says that dyslexia is a language disability affecting reading, writing, speaking and listening. Dyslexia is also a condition where children have difficulty learning to read, are lazy to write, if writing many letters are missing, it is difficult to count, and so on, but dyslexia is not at all that simple.

At school age, dyslexia's symptoms begin to appear as difficulties in reading, writing, and arithmetic. Usually, his ability in this field is always 'behind' compared to his peers. Children find it difficult to recognize letter shapes, letter names, letter sounds, and difficulty reading and writing. Often when writing lots of letters, the letters are missing or even lose a few sentences when writing or copying from the blackboard to the book (Kristiantini, 2015).

This disorder is not a form of physical disability, such as vision problems, but it refers to the brain that has been processing and processing the information being read. This problem can cause interference with the use of words. Most dyslexic shows sign of not being able to balance their capacity for memorization letters, letter sounds, and word combinations (Ruzanna et al., 2013). Dyslexics also feel a

lack of confidence in themselves because of their disabilities (Mukhammad & Damanhuri 2016).

Dyslexia has different symptoms from each other. The only characteristic they have in common is the low intelligence they have when viewed from their age. The symptoms of dyslexia include: (1) difficult to choose the right words to convey the purpose that is spoken; (2) hesitating and slow in talking; (3) spelling mistakes made continuously, (4) read word for word slowly, and intonation up and down, (5) reverse letters, words, and similar numbers, and (6) difficulty in writing (Lidwina, 2012).

Based on the characteristics, dyslexia are divided into three types. First is dyslexia-visual, a disorder that can see a sentence which consist of some words, but cannot differentiate what they see. Second is dyslexia-auditory, it is a disorder that have difficulty in processing the basic sounds of language, particularly, multiple sounds may be incorporated as a singular sound. In the other meaning, they had difficulties in distinguishing the similarity sounds they heard. The third is dyslexia-dysgraphia, a specific learning disability that have difficulty in writing expression with the spelling, poor handwriting, and trouble in putting thoughts on paper (Mukhammad and Damanhuri, 2016).

The other source, Ruzanna et al., (2013) argues that the dyslexic learning issue is classified into six characteristics, there are: (a) the difficulty in using the language, (b) the imbalance with intellectual ability, (c) the struggle when reading printed materials, (d) not being able to write eloquently and precisely, the

difficulty in copying words from the board or book, (e) tired eyes after concentrating on the writing for several minutes, and (f) limited concentration.

From the opinions above, it can be concluded that a person who has dyslexia is not able to digest the lessons given by the teacher because they are unable to understand words and are also unable to say that affect the individual process in learning.

Besides, based on the other source, Levinson (1994 in Ruzanna et al., 2013) stated that dyslexia divided into three problematic areas; reading difficulty (*dyslexia*), writing difficulty (*dysgraphia*), and arithmetic difficulty (*dyscalculia*).

### **1. Reading Difficulty**

Reading is an absolute ability possessed by every human being. By reading, humans can know all kinds of information and insights from books, newspapers, or other media, but, many children have deficient reading skills, one of which is the child's learning difficulties caused by perceptual disturbances in receiving information while learning (Razak A, 2014).

Characteristics of reading difficulty, which related to reading habits that don't reasonable form of tension-filled movement, such as frowning, restlessness, rhythm of sound rising, or biting lip (Fauzi F, 2018). Besides, according to (Abdullah D, 2016), children who have difficulty in reading, are difficult to distinguish the characteristics and sizes of letters, so they often make mistakes in saying words. Reading difficulty in person is usually marked by the frequency he

adds or subtracts words. Sometimes, they also make the mistake of reading the middle word or the end of a sentence.

Characteristics of children with reading difficulty are: first is oral reading disorders. In this case, children have difficulty reading by evaluating spoken skills. Second is short-term memory disorders. It occurs when the child has difficulty recording letters and makes it difficult for the child to spell regularly. Third is understanding disorders which is characterized by a lack of understanding of a text, so the difficulties have an impact on writing.

Based on the explanation above, it can be concluded that reading difficulty is a disability to understand the meaning of what they read. This disorder is caused by unfamiliar with words or letters dyslexic also lack of visual memory.

## **2. Writing Difficulty**

The difficulty of writing in children with learning difficulties is closely related to the underlying factors such as concentration problems, motor disturbances, perception disorders, and so on. Therefore, learning to write to children learning difficulties is aimed not only at developing writing skills but also eliminating the difficulties that lie behind them (Sugiarmin, 2005).

According to Suryani (2010), writing difficulties are difficulties involving the process of drawing sound symbols into letters or numbers. Writing difficulties often occur in stages of spelling writing. Spelling is an activity of producing the right sequence of letters in words or writing of syllables/words.

The skills needed to spell an article are: (1) decoding, the ability to decipher visual code/symbols, (2) auditory and visual memories, memories of object codes/symbols that have been decomposed, and (3) the code/symbol that has been parsed will be visualized in written form. Difficulties that often occur in the writing process include: inconsistency of font shape/size, lack of spacing between words, letters are unclear, and inconsistency of the position of the letters on the line

Based on the explanation above, writing difficulty is an inability for recognizing letters and understanding what they wrote. Writing difficulty happened because dyslexic have visual and auditory disorders (Mukhammad & Damanhuri, 2016).

According to Levinson (1994 in Ruzanna et al., 2013), in the process of writing and reading, dyslexic had some difficulties, which is caused dyslexics have some error at both. Based on the Levinson's (1994) theory, the types of writing and reading errors faced by dyslexics are divided into seven types, such as: substitutions, insertions, displacements, omission, condensation, reversal, and guessing

The explanation of type of errors based on the Levinson's (1994) theory is as the following.

### a. Substitution

Levinson (1994) states that errors in dyslexic occurs when dyslexic spelled by changing and switching a letter or a word. Ruzanna et al., (2013) said that substitution in reading occurs because the level of speed of the pupils in dyslexic causing a dyslexic read the next of the word than the word before. So, it makes dyslexic wrote based on they saw.

Example:

- Changing or reversing the letter: Road → Raod
- Changing or reversing the word: Than → Then

### b. Insertion

Insertions occurs when dyslexic add another letter or word between the original words or sentences. In another explanation of insertion, Ruzanna et al., (2013) stated that sometimes dyslexic spelling words based on syllables even though there are letters that don't have to be spelled clearly.

Example:

- Add another letter or word : Cycle → Bicycle or The Door  
Opened by That him
- Happy → Happiy



### c. Displacement

In this type, Levinson (1994) states that displacement occurs when people with dyslexia changes word or letter into the other word or letter, which will produce the same sound. Sometimes dyslexic feel confused when they recognize letters that have the same sound. The confusion is also common among children who have just recognized the letter and are new to the syllables (Ruzanna et al., 2013).

Example: Hamburger → Hanburger

### d. Omission

Levinson (1994) omission occurs when dyslexic eliminate a letter which not captured by dyslexic. Ruzanna et al., (2013) adapted the theory of Levinson (1994) by changed the name of omission became elimination. In Ruzanna et al., (2013), omission occurs because dyslexic has limited long-term memory, so it is difficult for dyslexics to digest words completely (Ruzanna et al., 2013).

Example: Switch → Witch

**e. Condensation**

In this case, condensation happens when dyslexic condenses the two syllables they catch so that there are abbreviations in two syllables that produce the same sound.

Example: The rain → train

**f. Reversal**

Based on Levinson's theory, reversal occurs when dyslexic replace letters in a word that have the same shape. Ruzanna et al., (2013) stated that reversal divided into two sections, they are letter reversal and word reversal. They have difficulty in distinguishing letters with the same shape.

Like the letter 'b' becomes 'd' or 'p', 'p' becomes 'q', 'm' becomes 'w', also 'n' becomes 'u'. Besides, word reversal marked by an error in the word dear became dare.

**g. Guessing**

Levinson (1994), stated that guessing is error which marked by dyslexic cannot capture the words yang in accordance with the original word because they cannot hear properly and correctly. With limited concentration, and difficulty in distinguishing sounds in letters or words, dyslexic guess words based on what they hear. They assume what they capture is based on the results of the true hearing (Ruzanna et al., 2013).

Example: Horse → Hourse

### 3. Arithmetic Difficulty

Dyscalculia is a learning difficulty that is specifically related to mathematical abilities in alpha generation students. Dyscalculia can occur regardless of the ability to understand mathematical concepts or abstraction that needed in mathematics (Mutiani & Suyadi, 2020).

Besides, according to Suryani (2010), the difficulty of arithmetic is the difficulty in using the language of symbols to think, record, and communicate ideas related to quantity or amount. Therefore, the difficulty of arithmetic can be grouped according to some levels, there is the ability to calculate, the ability to determine the place value, the ability to do addition or subtraction operations and reducing techniques or without selection techniques, then all ideas from this concept of multiplication and division.

Surahmini (2005) stated that There are four types of dyscalculia, namely:

1. Type 1: Weak in logic

In this type, children have difficulty in distinguishing sizes, and it is also difficult to explain the size of the triangle shape (length, width). Another weakness faced by children based on this type is, there are difficulties when

writing the results of addition, such as 1027. Sometimes, they write 100027, according to how the numbers are pronounced.

## 2. Type 2: Weak in planning

In this second type, the child is unable to analyze a simple problem condition. Consequently, the child has difficulty in solving the problem at hand.

## 3. Type 3: Persevering in the task

This third type shows that there is perseverance in a child's ability to complete a task, but what he does is always wrong.

## 4. Type 4: Inability to calculate simply

In this last type, children have difficulty in adding, subtracting, multiplying, and also dividing.

## CHAPTER III

### FINDINGS AND DISCUSSION

This chapter includes the data findings and discussion based on the explanation of the previous chapter. The findings are discussed to answer the research question of the data analysis of the language disorder of dyslexic in dyslexic vlogs using Levinson's theory (1994). In the discussion, the researcher provides an explanation based on the analysis, which covers the answer to the problem statement.

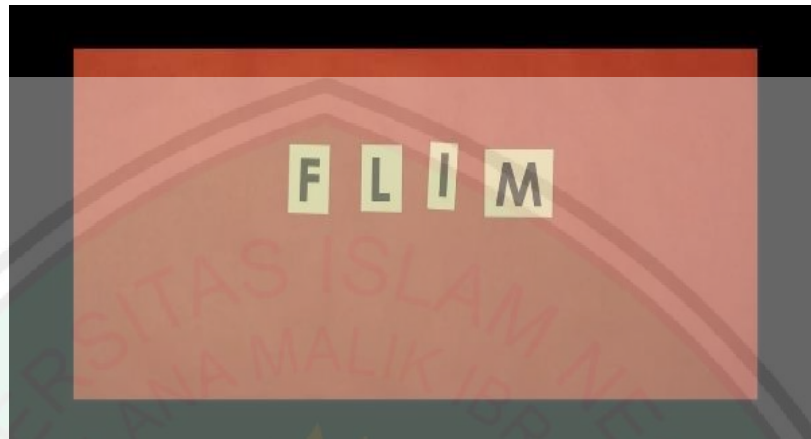
#### A. Research Findings

The researcher found nine data are taken from some dyslexic vlogs. Based on the vlogs, there are some difficulties explained by dyslexic which caused them make some errors in writing and reading process. The types of writing and reading errors have the same types based on Levinson's (1994 in Ruzanna et al., 2013). According to Levinson (1994), there are seven types of reading and writing errors, they are; (i) substitution, (ii) insertion, (iii) displacement, (iv) omissions, (v) condensation, (vi) reversal, and (vii) guessing.

The researcher classified the data based on the type explained in Levinson's theory (1994). The error produced by some people with dyslexia based on the vlogs that is explained in details below:

## Datum 1

a.



**Figure 1 Data of The Error in datum 1a**

An example above showed by a person with dyslexia in a vlog entitled "*Life of a Dyslexic.*" In the vlog, the utterance shared his story as a person with dyslexia, which makes him has difficulty in reading or interpreting letters or symbol. The utterance also tells how dyslexic's brain works. For example, he shared his English Class experience when he asked by his teacher to read and write some words.

In the vlog, Brian explained that he had a hard time when his teacher asked him to write the word 'Film'. As a person with dyslexia, when he heard the word 'Film' spoken by his teacher, he listened to the word 'Flim', and for him, the word that he heard is the correct word to write.

From the context, it looks like Brian made an error when he listened to the word 'Film' by changing the position of the letters 'L' and 'I'. Therefore, Brian

wrote the word 'Film' became 'Flim'. When there was a change in writing the word 'Film,' it showed that Brian could not hear the word 'Film' correctly.

Therefore, he has an error by writing the word based on what he heard, and then he switched the position of letter 'L' and 'T' in the word 'Film.' In this case, the writing error is **substitution** since he as a person with dyslexia has an error writing by switching the letter 'L' and 'T' in the word 'Film.'

Brian is not only faced the writing error, but he also had a mistake in the reading process. As a person with dyslexia, when Brian tried to look at the word 'Film,' he made an error in his reading process by reading the word 'Film' became 'Flim.' The word 'Film' is supposed to be the correct word to see, but as dyslexic, he has an error due to eye slippage, causing the letters 'L' and 'T' to change position became 'Flim.' It looks clear from the context that the reading error is also called **substitution** since Brian as a person with dyslexia, read the letter 'L' and 'T' by switching the letters in a word.

b.



**Figure 2 Data of The error in datum 1b**

Still with the same vlog before, entitled "*Life of a Dyslexic*". Brian, as the main character, tells that he has difficulty in reading or interpreting letters. In English writing class, his teacher asked him to write and read the word 'Which.'

When he wrote the word 'Which', then he wrote 'Witch'. As a dyslexic, he has an error in his writing by switching the word 'Which' became 'Witch'. The error caused by Brian as a dyslexic cannot distinguish those words because the words sound similar. From the analysis, it can be concluded that the writing error in Brian is **substitution** since a dyslexic switched the original word into the other word.

When viewed from the writing difficulty, it looks that an error in his writing made him as a person with dyslexia also has an error in reading. Brian made an error by reading the word 'Which' became 'Witch'. The error in his reading happened because, as a person with dyslexia, he cannot correctly capture the word. Brian just read the word based on what he heard and change the original word into another word without knowing the correct spelling from the words. Therefore, the type of reading error is also called **substitution** since he, as a dyslexic, changes the original word into another word.

#### Datum 2

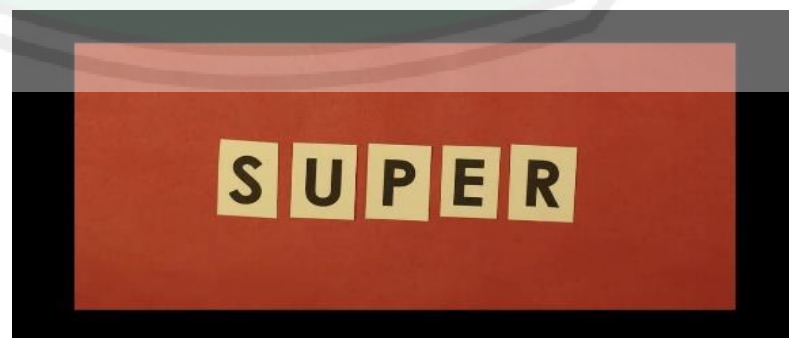


Figure 3 Data of The error in datum 2



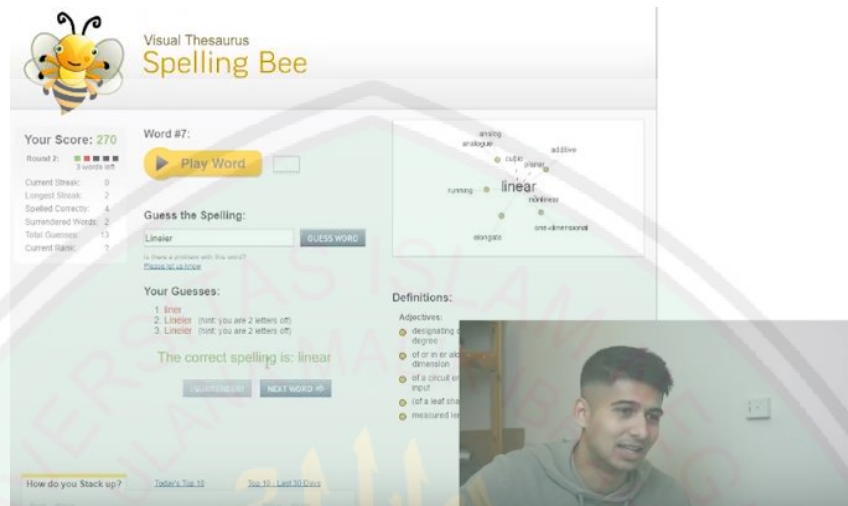
Next, the data found in the vlog "*Life of a dyslexic.*" As a person with dyslexia, Brian explains his difficulty in writing and reading, which happens when his teacher asked him to write and read the word 'Supper.' In the vlog, he said that "*...as a dyslexic, we couldn't tell you why the word 'supper' only has one P...*" (00.50).

From the context above, it seems that he has difficulty reading and writing the word 'Supper.' When he was asked to write the word 'Supper,' Brian says that he just wrote the word 'Super.' From the spelling of 'Super,' the researcher knows that there is an error in Brian's writing. Brian omits one of the letters 'P' in the word 'Supper.' The omission of the letter 'P' in the word 'Supper' indicates that Brian had an error in listening to it. The only words he heard is only 'Super', because of that, he wrote the word 'Super' without double 'P'. In this case, the researcher concluded the writing error is **omission** since Brian made a mistake by erasing one of the letters in a word.

Meanwhile, if viewed from the reading error, Brian, as a person with dyslexia, saw the word 'Super' is already correct, but in fact, from the word 'Supper' there is one of the letters is missing. The word is supposed to be read in 'Supper' with double 'P,' but as a person with dyslexia, he just read the word 'Super' with one 'P.' From the context, it looks that the types of reading error is also categorized as **omission** since he as dyslexic read a word by erasing one of the letters.

### Datum 3

a.



**Figure 4 Data of The Error in datum 3a**

In a vlog entitled "*Dyslexic Spelling Test*", this vlog shows us how a dyslexic test his spelling abilities as a person with dyslexia. This vlog only focuses on the spelling in writing, which is experienced by a dyslexic. There are some words which tested by him to improve his spelling skill as a person with dyslexia. One of the words in the test is 'Linear' when the speaker in the application said the word 'Linear,' dyslexic tries to answer by writing the word 'Lineier'.

From the context above, it seems that he has an error in his spelling. The word 'Linear,' which must be written correctly, becomes wrong because it is written 'Lineier'. This error happened because he, as a person with dyslexia, wrote based on what he heard. For him, the word 'Linear' sounds like "Lineier", so he wrote the word 'Lineier'.

The type of error in his writing can be seen in the word 'Lineier' is marked by adding the letters 'i' and 'e' in the middle of the word 'Linear.' From the error in his writing, it can be seen that the writing error is **insertion** since he as a person with dyslexia add the other letters in the middle of the original word based on the word pronounced.

b.

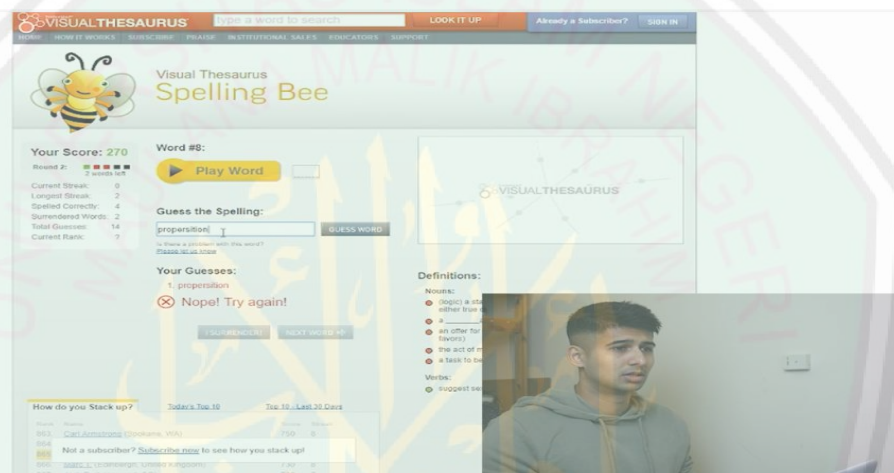


Figure 5 Data of The Error in datum 3b

Still the same as the previous vlog, "*Dyslexic Spelling Test*". Another word he tried to test his spelling ability is the word 'Proposition'. When he tried to answer the correct word, he made an error by writing the word 'Propersition'. From there, the researcher knows there is a writing error from the original word.

Based on the context above, an error writing in the word 'Proposition' written to "Propersition" is marked by the addition of two letters 'e' and 'r' after 'prop', thus making the letter 'o' disappears, and it changes became 'er'. In the

type of writing error experienced by him is called **insertion** since he as dyslexic add another letters in the original word.

#### Datum 4



**Figure 6 Data of The Error in datum 4**

Another example of other difficulties was found in a vlog, *“I am a Dyslexic English Teacher.”* In this vlog, a dyslexic English teacher shared his experience in his writing process. For him, sometimes, some words made no sense to write. He said, *“When I was a little boy, the word ‘Ocean’ made no sense to me. For me, phonetically is spelled ocean, but my spelling has always been terrible....”* (05.32)

Based on the context, the researcher found that a dyslexic English teacher has difficulty in writing the word ‘Ocean’. As a dyslexic, it hard for him to write the word ‘Ocean’ correctly even he knows the phonetic, but there was no difficulty for him in reading the word ‘Ocean’. When he was asked to write the

word 'Ocean', he experienced difficulty, because the word made no sense for him. Then, he wrote the word 'Ocean' became 'Oshun'. He wrote the word 'Oshun', because he cannot capture the word correctly, so he wrote the word based on what he guesses.

From there, the researcher knows that there is a writing error in the dyslexic English teacher writing, which can be seen that he wrote a word by guessing the other word. The writing error in this case is categorized as **guessing** since dyslexic guesses the word without knowing the correct spelling of the word.

#### Datum 5



**Figure 7 Data of The Error in datum 5**

Another data was found in a vlog "*Life of a Dyslexic*". In the vlog, Brian shared his experience as a person with dyslexia when he was in the class. Brian said he has difficulty in spelling the word 'Photo'. When he was asked by

his teacher to write the word 'Photo', he wrote the word 'Foto'. He could not write it correctly, and it makes him have an error in his writing.

Based on the context above, dyslexic made an error in the word 'Photo'. 'Photo' which is started with the letter 'P' has changed became the letter 'F'. Then, he wrote the word 'Photo' became 'Foto'. It happened because he could not distinguish the words clearly. As a dyslexic, the pronunciation of 'Photo' and 'Foto' have no difference because he heard the words sound similar.

From the error of his writing, it could be seen that the type of writing error is **displacement** since dyslexic replace the letter 'P' became 'F' in the word photo because those have the same sound.

If we look at the reading error, the error in his reading happened because Brian, as a dyslexic, has difficulty in seeing the word 'Photo'. So, it makes Brian read the word 'Photo' became 'Foto'. It happens because as a person with dyslexia the spelling of 'Photo' and 'Foto' have no difference. From the error in his reading, the researcher concluded that the type of reading error he faced is **displacement** since Brian as a dyslexic cannot distinguish those letters which sound similar.

## Datum 6



**Figure 8 Data of The Error in datum 6**

In a vlog with the titled "*Dyslexia*", the utterance gives an example of a student who has difficulty in reading. The student experienced difficulty when he was asked by his teacher to read a few words in a book. As a person with dyslexia, he felt scared when reading the text, but he tried to read the text correctly even if he had difficulty reading.

One of the words is 'Apple'. Based on the vlog, he explained how a dyslexic saw and read the word 'Apple'. The word 'Apple' in this vlog looks like 'Adple'. It happened because he saw the letters 'p' and 'd' almost the same shape, because of that, there is a process of reading errors that occur in this vlog. Therefore, it looks clear in this vlog that the student has a reading error which marked by seeing the letter 'p' became 'd'.

When a person with dyslexia reads the word "Apple" to "Adple", it shows that the type of reading error is called **reversal** since he as dyslexic has an error in seeing letters that are almost the same shape.





## Datum 7



**Figure 9 Data of The Error in datum 7**

In the vlog entitled "*Vlog # 1 Dyslexic Spelling Bee*", two brothers are doing the spelling bee challenge. Nathan Wilson has dyslexia, and Will is non-dyslexic. This vlog aims to test the spelling bee ability of two different people. There are some words they tried to spell in this video, and then they wanted to write them down.

When they were asked to write the word "Infrastructure", Nathan as a dyslexic, made a mistake in his writing. He wrote the word "Enfrastract" whereas Will as non-dyslexic wrote the word correctly. By writing the word "Enfrastract", the researcher sees that Nathan has a writing error. There was a mistake in writing the word 'Infrastructure' became 'Enfrastract'; it means there are two types of writing errors that can be seen in Nathan's writing.

As a person with dyslexia, when he heard the word 'Infrastructure', he has difficulty in distinguishing the writing. The difficulty showed by writing the

word 'Infrastructure' became 'Enfrastract'. It looks clear that Nathan has difficulty in identifying the letters 'e' and 'i', because for him, the two letters sound the same. Therefore, the writing error based on the context is called **displacement** since he as dyslexic heard the letter e and i has the same pronunciation.

Besides, there is another writing error which he points out, Nathan omits the word 'ure' in the word 'Infrastructure'. Nathan only wrote the word 'enfrastract' without 'ure'. So, the second type of writing error is **omission** since he as dyslexic eliminated the word 'ure' in his writing.

## **B. Discussion**

This part discusses the result of data analysis about the types of reading and writing difficulties that are experienced by some people with dyslexia in dyslexic vlogs. Two research questions should be answered in this part. The first question is what are the types of writing difficulty faced by dyslexics in dyslexic vlogs, and the second is what are the types of reading difficulty faced by dyslexics in dyslexic vlogs.

In presenting the discussion, the researcher used Levinson's (1994) theory. From the finding above, the researcher found that people with dyslexia have difficulties in their writing and reading process. The difficulties can be seen based on their story in the vlogs. Their difficulties in reading and writing cause them to have some errors in both.

According to Levinson (1994 in Ruzanna et al., 2013), the two aspects of dyslexia, which means reading and writing, have the same mechanisms of

error. The types are divided into seven mechanisms of errors in reading and writing: *substitution, insertion, displacement, omission, condensation, reversal, and guessing*. The description on the types of error is presented from the most kind into the rarely one of every type of errors related to the theory.

### 1. The types of writing difficulty faced by dyslexics in dyslexic vlogs

The researcher in this section, will discuss the first research question. To know the types of writing difficulties faced by dyslexic in dyslexic vlogs, the researcher used Levinson's theory (1994) to determine what errors existed in dyslexics based on their difficulties in the vlogs.

According to Levinson's theory (1994) there are seven types of writing errors. They are substitution, insertion, displacement, omission, condensation, reversal, guessing. In this first problem, the researcher found 9 data from 5 different types, which is faced by some people with dyslexia. They are *insertion, omission, substitution, displacement, and guessing*. There are two data for insertion, two data for omission, two data for substitution, two data for displacement, and one data for guessing.

#### a. Insertion

Levinson (1994) stated that insertion occurs when dyslexic add another letter in a word or a word in syllable. Besides, Ruzanna et al., (2013) said that there is also a compilation of dyslexic spelling words based on syllables, even though there are letters that don't have to be spelled clearly. Based on the dyslexic vlogs that have been watched by the researcher, the researcher found

there are two examples of insertion in writing that faced by dyslexics. It could be seen **in datum 3 (a and b)**.

In datum 3 part a, the data was found from a vlog "*Dyslexic Spelling Test*". Based on the finding, a person with dyslexia has an error in the word 'Linear', and then he wrote the word became 'Lineier'. The error shows that a dyslexic adding the letter 'i' and 'e' in the middle of the word. In this case, a dyslexic wrote the word based on what he heard, even though the letter 'i' and 'e' don't have to be spelled clearly. So, it makes insertion occurred in the word 'Lineier'.

The other example of insertion in writing could be seen in datum 3 part b. Still, with the same vlog, but in this case, dyslexic has an error by adding another letter in the original word. Dyslexic in the vlog shows that he has difficulty in spelling the word 'Proposition'. His difficulty caused he has an error in writing, it is marked by writing the word 'Propersition'. From his writing, it could be seen that he inserts two letters 'e' and 'r' in the middle of the word, which makes the letter 'o' is disappear in the word 'Proposition'.

#### **b. Omission**

Levinson (1994) stated that omission happens when dyslexic eliminate some letters which not captured by dyslexic. Aside from Ruzanna et al., (2013), omission is classified into two sections, they are word-omission and letter-omission. In this case, the researcher just analyzes an example of letter-elimination based on the dyslexic vlogs. It could be seen **in datum 2 and 7**.

In datum 2, from a vlog *"Life of a Dyslexic"*, the researcher found that a person with dyslexia has difficulty in his writing process. It was happened when he asked by his teacher to write the word 'Supper'. He made an error by wrote the word 'Super', with one 'P'. The error in his writing is marked by a person with dyslexia omits one 'P' of the word 'Supper'. Dyslexic omitted the letter 'P' in the word 'Supper' happened because dyslexics cannot capture the original word correctly.

In datum 7, from a vlog *"Dyslexic Spelling Test"*. Based on the vlog, a dyslexic show that he has difficulty in writing the word 'Infrastructure'. The finding showed that dyslexic wrote the word 'Infrastructure' became 'Enfrastract'. From the finding, the researcher concluded that the error of his writing is marked by eliminating the word 'ure' in the word 'Infrastructure'. It also happens because dyslexic cannot capture the word correctly. So, it makes a dyslexic made an error by eliminating the word 'ure'.

### c. Substitution

Based on Levinson's theory (1994), he stated that substitution occurs when a person with dyslexia wrote a word by changing the letter in a word or a word in a sentence. The types of writing difficulties the dyslexic faces can be seen in **data 1 (a and b)**.

In datum 1, part a, from a vlog entitled *"Life of a Dyslexic"*, the finding showed that substitution happened because of a dyslexic change the position of the two letters in a word. The error occurred when a person with dyslexia tried

to write the word 'Film' correctly. As a person with dyslexia, he has difficulty in distinguishing the letter in that word. Based on his hearing, the pronunciation of the word 'Film' should be written by the word 'Flim'. Then, it makes him as a dyslexic wrote the word 'Film' became Flim'. So, the error of his writing is marked by the position of the letter 'L' and 'I' has switched.

In datum 1, part b, the researcher is also found a writing error in the same previous vlog. Dyslexic shows his difficulty in distinguishing the word 'Which' and 'Witch'. According to the characteristics of dyslexia, this error happened because dyslexic cannot differentiate the similarity sounds they heard.

Based on the analysis, it shows that a person with dyslexia changed the word 'Which' by writing the word 'Witch'. In this case, dyslexic wrote the word 'Witch' based on what he heard. The change in his writing caused him to have an error because when he heard the words pronounced similar.

#### **d. Displacement**

Levinson (1994) stated that displacement occurs when dyslexics are difficult to distinguish the words which have the same spelling. The examples of displacement in writing error can be seen in **datum 5 and 7**.

Based on the analysis in datum 5, from a vlog "*Life of a Dyslexic*" the researcher found that a dyslexic has difficulty in writing the word 'Photo'. The difficulty faced by Brian as a dyslexic marked an error by writing the word 'Photo' became 'Foto'. It happens because as a dyslexic he wrote the word

based on he heard. He heard there is no difference in the letter 'P' and 'F', and it makes he replaced the letter 'P' in the word 'Photo' starting with the letter 'F'. So, in this case he as a dyslexic changes the initial letter in a word, and the letter will produce the same sound even the letter is not correct.

The other example of displacement in writing error could be seen in datum 7. In a vlog “*Dyslexic Spelling Test*”, the researcher found that a person with dyslexia has an error in writing the word 'Infrastructure', and the error is seen by writing the word 'Enfrastract'. As a dyslexic, he has difficulty in distinguishing the words which have the same sound. From the vlog, the error in writing the word could be seen in writing the word 'Infrastructure' to 'Enfrastract'. Displacement is marked by replacing the letter 'i' to 'e' because the two letters sound the same pronunciation for a person with dyslexia.

#### e. Guessing

According to Levinson (1994), guessing happens when dyslexic guess the words in their reading or writing process based on how pleasant the word sounded, and the sound felt ‘right.’ The researcher found a writing error in a vlog entitled “*I’m dyslexic English teacher*”. Guessing in dyslexic can be seen in datum 4.

In the analysis of datum 4, from a vlog “*I’m Dyslexic English Teacher*”, the finding showed that a person with dyslexia has difficulty in writing the word ‘Ocean’. As a dyslexic, he cannot write the word correctly, and then he

wrote the word 'Ocean' became 'Oshun'. The word 'Oshun' has written by a dyslexic because he guesses and wrote the word based on the word sounded.

In writing difficulty of dyslexic vlogs, the researcher cannot find two types of writing errors: condensation and reversal. Levinson (1994) stated that condensation occurs when dyslexics condensate words that have the same sound. Then, based on the theory, reversal is marked by a dyslexic cannot distinguish some letters which have the same shape. For example, the letter 'p' or 'd' and 'p' or 'b' (Ruzanna et al., 2013).

Based on some dyslexic vlogs, the researcher did not find reversal and condensation as the types of writing difficulty, because based on the vlogs being watched, the researcher only found an error in reading difficulty that marked the presence of reversal in a dyslexic. Still, the researcher found no example of condensation in a dyslexic writing process.

## **2. The types of reading difficulty faced by dyslexics in dyslexic vlogs**

This section aims to explore the second research question of this research. In the reading process, some people with dyslexia have difficulties when reading a word. It could be seen in their vlogs. These difficulties often occur in the class when they were asked to read a word or sentence. So, these difficulties cause some errors made by a dyslexic. According to Levinson's theory (1994), there are seven mechanisms of error in reading, they are *substitution, insertion, displacement, omission, condensation, reversal, and guessing*.



After the researcher analyzing the data in dyslexic vlogs, the researcher found 5 data from 4 different problems of reading error in dyslexic vlogs based on Levinson's (1994) theory. They are *displacement, substitution, omission, and reversal*. There are two data for substitution, one data for displacement, one data for omission, and one data for reversal.

#### a. Substitution

According to Levinson's theory (1994), substitution in reading shows how dyslexic read a word by switching into the other letter or to the other word. Based on the finding, the researcher found two data of substitution, which shows a person with dyslexia has difficulty in his reading process. The difficulty he faced made him as a dyslexic has an error in the reading process. The data obtained by the researcher from a vlog "*Life of a Dyslexic*".

It can be seen **in datum 1 a and b**. In datum 1 a, a person with dyslexia says he experienced difficulty when he was asked by his teacher to read the word 'Film'. In the vlog, he gave an example of how he saw the word 'Film'. He explained that when he saw the word 'Film', it looked like 'Flim'.

Based on the problem he faced in the vlog, the error in his reading happened, because as a person with dyslexia, the level of speed of the pupils causing a dyslexic read the next of the word than the word before. It makes a person with dyslexia cannot capture the words' Film' correctly, and then he changed the word became 'Flim'. Therefore, it caused an exchange of the

positions between the letters 'L' and 'I', which made him read the word 'Film' became 'Flim'.

Next, the data of substitution can be seen in datum 1 b. Same with the previous vlog before, the researcher found that dyslexic showed his difficulty in the word 'Which'. The error in his difficulty showed that he as a dyslexic read by changing the word 'Which' became 'Witch', because those words have the same pronunciation. In this case, substitution in the word 'Which' happened because he made an error by changing into the other word, which has the same pronunciation.

#### **b. Displacement**

Levinson (1994) states that displacement occurs when people with dyslexia change words or letters into the other word or letter, which produces the same sound. Based on the dyslexic vlogs, the researcher found there one example of displacement in the reading process. It could be seen **in datum 5**.

Based on the analysis in datum 5, from a vlog "*Life of a Dyslexic*" the researcher found that a dyslexic has difficulty in reading the word 'Photo'. The difficulty faced by Brian as a dyslexic marked an error by reading the word 'Photo' became 'Foto'. His reading error happened, because he heard there is no difference in the letter 'P' and 'F', and it makes he replaced the letter 'P' in the word 'Photo' starting with the letter 'F'. So, in this case he as a dyslexic changes the initial letter in a word and the letter will produce the same sound even the letter is not correct.

### c. Omission

According to Levinson (1994), omission occurs when a person with dyslexia eliminates some letters of a word he got based on what he heard. Therefore, Ruzanna et al., (2013), omission is classified into two sections; they are word-omission and letter-omission. In this case, the researcher analyzes an example of letter-elimination in a word based on the dyslexic vlog. It could be seen in **datum 2**.

From the analysis, a dyslexic gives an example of omission in the word 'Supper'. Based on the vlog "*Life of a Dyslexic*", the utterance explained that he had difficulty in reading the word 'Supper'. He saw that the word was like a correct word, with one P, which is 'Super'. Hence, when he was asked to read the word, he only reads according to what he saw, which is with one P. From there, the researcher knows that dyslexic had an error in reading by eliminating one of the letters in the word. It happens because he cannot distinguish the two words. After all, for him, both words sound the same.

### d. Reversal

According to Levinson's (1994) theory, a reversal occurs when dyslexic replace a letter in a word with the same shape. Besides, Ruzanna et al., (2013) divided reversal into two sections they are letter reversal and word reversal. Based on the finding of this research, the researcher only focuses on letter reversal. Letter reversal occurs when dyslexic seeing a letter almost the same shape, such as the letter 'p' and 'd' or 'b'.

Reversal in reading difficulty can be seen **in datum 6**. A vlog entitled “*Dyslexia*” shows that a student in that vlog had difficulty when he was asked by his teacher to read a text in the book. In this vlog, there is a difficulty in a dyslexic student that causes errors. The word 'Apple' that he read looked like the word 'Adple'. The letters 'p' and 'd' when viewed have almost the same shape. In this vlog, the dyslexic reading of the word 'Apple' changes became 'Adple'. The difficulty happened because he as a dyslexic faced an error when seeing the letter in the same shape.

However, there are three types of reading error that the researcher does not find in some dyslexic vlogs. They are; insertion, condensation, and guessing. The researcher could not find the three types of reading errors because based on the vlog the utterances only tell and give examples of other types of reading errors, such as substitution, omission, displacement, and reversal.

According to Levinson (1994), insertion occurs when dyslexic adds another letter or word in the beginning, middle, or end of the original word. The next type of reading error that is not found in some dyslexic vlogs is condensation. According to the theory, condensation occurs when a dyslexic condensing the two syllables they catch so that there are abbreviations in the two syllables that produce the same sound without the addition of new words.

The last type of reading error that is not discovered by the researcher is guessing. According to Levinson (1994 in Ruzanna et al., 2013), guessing

happened when dyslexic read a word or sentence just by guessing based on what he heard.

In Ruzanna et al., (2013), the finding showed that dyslexic mostly happened in children; because of that, they chose children as their research object. Ruzanna et al., (2013) also used Levinson's (199) theory to analyze the data. The difference is this research examined some people with dyslexia in Malaysia, so the data was found from Malay language. The result of their study is condensation has not found in the reading or writing process of dyslexic Malay children.

Then, Mukhammad & Damanhuri (2016)'s findings, it indicates that difficulties had by dyslexic is mostly the same as this research. Their findings also stated that learning disabilities in dyslexia could affect reading, writing, and arithmetic abilities. The purpose of this research is to describe the method applied to recover the dyslexic children's problem in the movie.

The researchers stated that most dyslexics have trouble in those abilities because they are not familiar with the learning materials. Besides, the difference is this research does not only focus on the types of dyslexia faced by people with dyslexia, but also some methods applied to overcome those difficulties.

Another research that has the same discussion as previous research is by Rizka (2012). This research also focuses on dyslexic children. The data are found in a movie. The difference is the findings show that as dyslexic it affects,

there are some linguistic errors in dyslexic. It also explains how dyslexia occurs due to environmental factors that affect them and explains how dyslexics resolve the problem as a person with dyslexia.

The previous studies have similarities and differences with this research. The similarities with this research is that these researchers also focus on dyslexic children. Besides, the difference is these researchers focus on difficulties in dyslexic spelling experienced by students in the class. Bourassa et al., (2019) focused on spelling performance in dyslexic children. He stated that dyslexic mostly has difficulties in spelling performance.

Besides, Sumner et al., (2014) also showed the difficulty of dyslexic children in spelling. The research indicates that hesitation spelling of dyslexic influences vocabulary choices in their writing. As a dyslexic, the difficulties are not only affecting linguistic error or spelling performance. It also affects phonological grammar in dyslexics. As stated in Szenkovits et al., (2016), this research has different findings from previous studies. This research found that as dyslexic students, it also affects the phonological aspects of grammar.

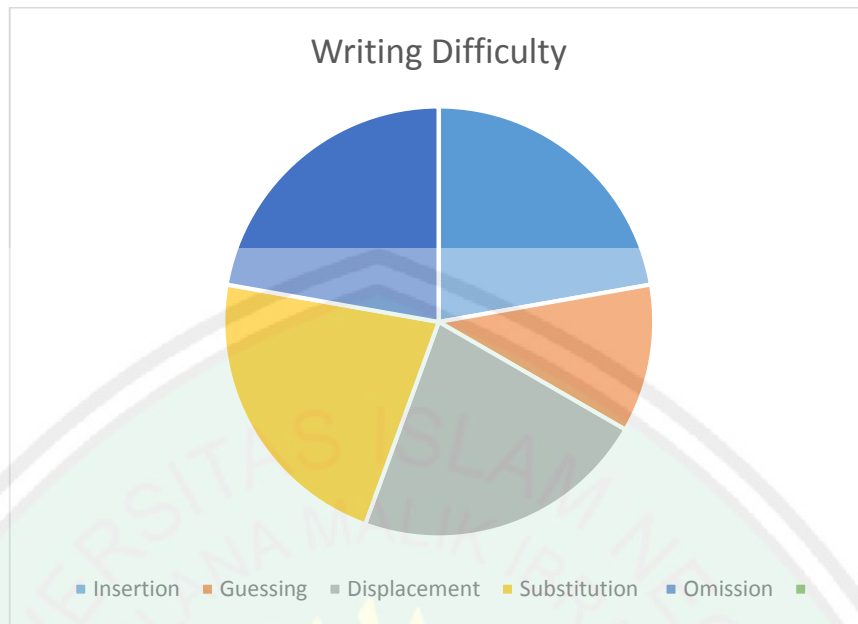
Based on the previous studies above, it could be seen that as dyslexics, they have difficulties in the learning process, especially in reading, writing, and arithmetic. The first previous study showed that dyslexic Malay children faced almost all types of writing and reading errors, except condensation.

Then, the next two previous studies showed how to overcome the problem faced by dyslexics in the movie.

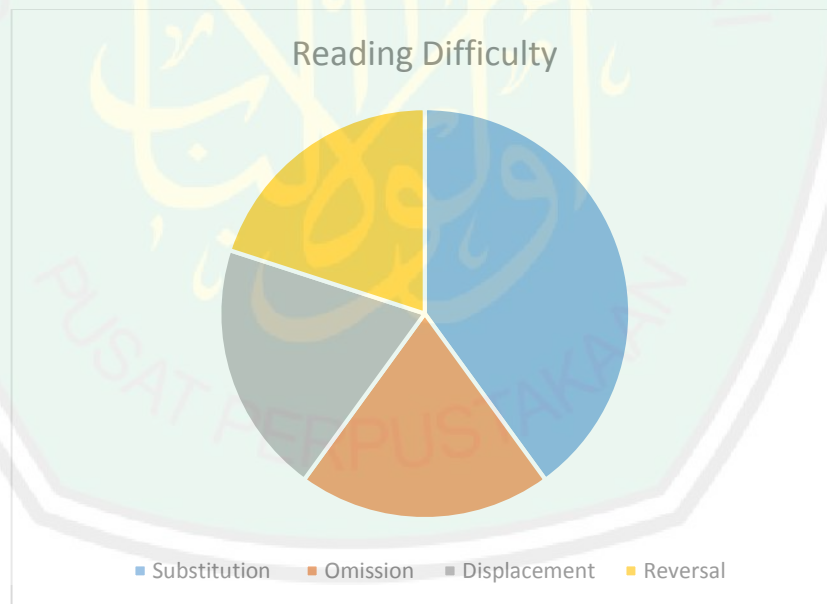
The finding is also confirmed there are some linguistic errors as dyslexic. The last point is how environmental factors they met as dyslexic. Besides, those three previous studies showed that there are some difficulties they faced as dyslexic in spelling performance and phonological grammar.

Then, he researcher concluded that the main problem faced by dyslexic affects their abilities in learning and daily life. To make it different from the previous studies, the researcher focuses on identifying the types of difficulties faced by dyslexics English children. The data are found from some dyslexic vlogs to know their errors in reading and writing based on their difficulties. In this research, the researcher used Levinson's (1994) study to examine the types of errors faced by dyslexics.

Based on the explanation above, the following is a summary of the analysis results in the form of images. Figure 1 shows the results of the types of writing difficulties faced by people with dyslexia, and Figure 2 shows the results of the types of reading difficulties faced by dyslexics.



**Figure 10** The types of writing difficulty based on the dyslexic vlogs



**Figure 11** The types of reading difficulty based on the dyslexic vlogs



The finding above is based on Levinson's (1994) theory. There are many theories to analyze the types of errors in reading and writing. It might be possible if dyslexics have other types of errors in reading and writing by using another theory. Besides, the researcher found the data from some dyslexic vlogs, which only made the researcher analyze the problem based on the stories they shared on their vlogs. Hence, the researcher is not able to see directly the difficulties faced by people with dyslexia.



## CHAPTER IV

### CONCLUSION AND SUGGESTION

This section explores the conclusion of the research based on the result of the findings and the discussion presented in the previous chapter. In this section, the researcher also explores the suggestion to the reader and to the next researchers, especially for the English Department students who focus on writing and reading difficulties in dyslexic.

#### A. Conclusion

Based on the finding, some kinds of difficulties as dyslexic occur in the reading and writing process. The difficulties were shown by some errors in reading and writing. Based on the theory, the reading and writing errors have typical kinds which are divided into seven types, they are insertion, omission, substitution, displacement, reversal, condensation, and guessing.

The frequency of errors mostly happened in the writing process than in the reading process based on the vlogs. On the writing difficulty, the findings showed five types of errors that are faced by dyslexics. They are substitution, omissions, insertions, displacements, and guessing. Besides, in the reading difficulty, four types of errors were faced by dyslexics. They are substitution, condensation, displacement, and reversal. The findings of the two research questions show that there is a possibility if the difficulties faced by dyslexic have the same types in terms of reading and writing errors.

## **B. Suggestion**

This section aims to give some suggestions to the next researchers who have the same interest in learning disability, especially in dyslexia. From the analysis, the researcher concludes that there are several suggestions related to this study to the next researchers.

The finding shows that the data are taken from some vlogs. Therefore, the researcher suggests it is better for the next researcher to do field research to get more data and see whether it result in similar or different finding with this research. Next, based on the analysis, the researcher only discusses the types of writing and reading difficulties that occur in dyslexic vlogs without knowing how the dyslexic faced their difficulties in their daily life. It would be better if the next researcher explores how the dyslexic faced their difficulties and also how to overcome their difficulties as dyslexic. Last, the researcher suggests that the next researcher should give a sociolinguistic perspective as dyslexic facing their difficulties and knowing how environmental factor works in dyslexic life.

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## CURRICULUM VITAE



**Fadhillah Rahmi** was born in Padang on August 10, 1998. She graduated from MAN 2 Kota Padang in 2016. During her study at the Senior High School, she actively participated in OSIS as the coordinator. She started her higher education in 2016 at the English Letters Department of UIN Maulana Malik Ibrahim Malang, and finished in 2020. During her study at the university, she joined an organization as called Himpunan Mahasiswa Jurusan (HMJ).



### Appendix 1. Writing Difficulty

No	Utterances	Context	Writing Difficulty						
			Substitution	Insertion	Displacement	Omission	Condensation	Reversal	Guessing
1.	“...this is how our brain works, we would take a word like ‘ <i>film</i> ’...”	Giving Example ‘Film > Flim’	√						
2.	“...we also has difficulties in the word ‘ <i>which and witch</i> ’”	Giving Example ‘Which > Witch’	√						
3.	“...like ‘ <i>photo</i> ’ and we spell it with ‘f’...”	Giving Example ‘Photo > Foto’			√				
4.	“Your next word is <i>infrastructure</i> ”	The speaker asked Nathan and Bill to write the			√	√			

		word. Then, they are ying to spell the word 'Infrasturct ure'							
5.	" <i>Optically</i> ... Op - t - cali"	Trying to spell the word 'Optically'			√				
6.	"...we couldn't tell you why the word ' <i>Supper</i> ' only has one 'p'..."	Giving Example 'Supper > Super'			√				
7.	"Oh, I never look right... Lin... that is a lot <i>linear</i> ...Lin-Ear".	Trying to spell the word 'Linear'		√					
8.	"Let's pretend like I know, I'm talking about <i>Prop-Po-Sision</i> "	Trying to spell the word 'Propositio n'		√					
9.	"The first word is <i>enfranchise</i> . Let's see your answers"	The speaker asked Nathan and							√

		Bill to write the word, then Nathan as dyslexic looks confused when he tried to spell the word 'Enfranchis e'							
10.	"When I was a little boy, the word 'Ocean' made no sense to me. For me, phonetically is spelled ocean, but my spelling has always been terrible...."	Giving example 'Ocean > Oshun'							
11.	"Right back on it come on <i>Guidance</i> ...Guidance"	Trying to spell the word 'Guidance'							

## Appendix 2. Reading Difficulty

No	Utterances	Context	Reading Difficulty						
			Substitution	Insertion	Displacement	Omission	Condensation	Reversal	Guessing
1.	"...this is how our brain works, we would take a word like <i>'film'</i> ..."	Giving Example 'Film > Flim'	√						
2.	"...we also has difficulties in the word <i>'which and witch...'</i> "	Giving Example 'Which > Witch'	√						
3.	"...like <i>'photo'</i> and we spell it with 'f'..."	Giving Example 'Photo > Foto'			√				
4.	"...we couldn't tell you why the word <i>'Supper'</i> only has one 'p'..."	Giving Example 'Supper > Super'				√			
5.	"I have a hard time at school. Samer, read on chapter five!"	Giving example in a book 'Apple' and Samer looks like confused to read the word						√	