**Abstract**

This research focuses on investigating the phonological and lexical form of verbal language of Indonesian children suffering from dyslexia and also the effect of their verbal ability on the meaning of words on their written expressions. The approaches employed in this research are the theories of Blumstein (1994) and Finoza (2005). In addition, the methods of observation, case study and natural observations proposed by Saville-troike are used in conducting this research.

Based on the analysis, the writers found that there are several language expression oversights (mistakes) among children of dyslexia of Indonesian language speakers that are omission, addition, substitution and inversion. All types of those oversights (mistakes) are found in the level of sounds and syllables.

The writers found another oversight (mistake) that is combination of omission and substitution. In the level of lexical pronunciation observation, it is found that there is an error in pronunciation but correct in meaning, and combination of meaningless and error pronunciation. “Besides, the writers also found three forms of the effect of verbal form on the word meaning resulting from written expressions,” they are the mistake in written word results in different meaning, mispronounced words but still have the same meaning, and the mistake in written word resulting in no meaning.

Key Word: dyslexia, disorder, oversight, written expressions.

A disorder occurring during the period of a child’s reading skill development is called dyslexia. In the very period, a child may encounter difficulty in reading and writing as well. Children at 6 or 7 years of age are supposed to have been able to read and write. However, 12 year-old children having dyslexia have yet to be able to read and write smoothly.

A kid suffering from dyslexia finds a great problem in putting words together when s/he reads or writes. Such problem may be due to mental retardation, sensory disorder, emotional disturbance, neurology impairment and less supportive teaching.

According to Kalbe (2005), dyslexia patient may hear and see well. However, what they hear and see differs a lot from that of normal people do. This may cause misunderstanding. Lado (1967) propounds that comprehension is an activity of understanding a meaning of a language through writing and reading.

The writers intend to disclose phonological and lexical form of verbal language of children with dyslexia, particularly Indonesian children whose mother tongue is Bahasa Indonesia. Then we attempt to discern the effect of such forms on the meaning of the written word produced by the sufferer. In addition, the writers are also interested to apply neurolinguistic theories on dyslexia sufferer who learn Bahasa Indonesia.
The research data are obtained from Special Elementary School of “Pantara”, Jakarta, Indonesia. The school is chosen as the place for research since many children with dyslexia learn there. Psychological and neurological examination indicate that the children are having language disorder that is dyslexia. The writers assume that it is necessary to conduct a research on dyslexia as children with dyslexia are not only found at Special Elementary School of “Pantara” but also at other primary schools. Therefore, its lingual forms need to be revealed first as well as its phonological and lexical forms. Thus, the research results will produce a good formulation from the view of linguistics that is a proper instructional approach for children with dyslexia.

This research refers to assembling oversight in language disorder but not to split of the tongue in aphasia. Assembling oversight is a mistake in a word chosen and considered being right of which its assembling is incorrect. One of the oversight forms is anticipation in which the reader or the speaker anticipates an emerging sound. The anticipated sound is pronounced instead of the correct sound. In addition, there are some other prevalent sound oversights such as oversights in sound substitution, sound addition, sound omission and phoneme assimilation.

The writers employ neurolinguistic method to analyze prevalent oversights in children with dyslexia whose mother tongue is bahasa Indonesia. Therefore, the writers employ theories of Nunan (1992) on research method: recording, perceiving and comprehending the actual phenomena from the self of the subject as well as the individual and its linguistic environment. Data are obtained from observation method, case studies and natural observations.

Result of the research presents the reading and writing ability of children with dyslexia. The children’s reading ability is observed from their lexical pronunciation of verbal language whereas their writing ability is seen from their meaningful incorrect words and meaningless incorrect words. Besides, the writers also find an effect of verbal form on the meaning of written words of children with dyslexia.

Pursuant to the analysis conducted on dyslexia among Indonesian children, the writers conclude as follows:

1. There are five types of oversights found, they are omission, addition, substitution, inversion and the rests are oversights in the level of sound and syllables. Another oversight is combination of the first three oversights. The combinations are categorized into combination of substitution and addition, omission and addition as well as substitution and omission.
2. The omission of sound at the beginning of word shows no oversights of with the three samples. However, the omission of sound at the end of word shows that sample 1 only made one oversight.
3. Omission of a syllable at the beginning of word, omitted prefixes ter- and ber-. Sample 2 frequently made mistakes in the form of omission of a syllable in the middle of the word, whereas sample 1 and sample 3 did not make such mistake.
4. Omission at the end of word is found one in each of the three samples of dyslexia sufferer and a difficulty in pronouncing the simplest syllable. For example, suffixes –nya and –an.
5. Oversight in the form of addition of sound at the beginning of word is only found in sample 1, whereas that in the end of word is not found in sample 2.
6. Oversight in the form of addition of a syllable is only found at the beginning of word and only made by sample 1, such mistake is not found in sample 2 and 3.
7. Oversight in the form of substitution of sound at the beginning of word is not found in sample 1. Substitution of sound at the end of word is only found in sample 3 and sample 2.
8. Substitution of syllable is only found at the beginning of word and this mistake is only found at the beginning of word which is done only by sample 1.
9. Oversight in the form of sound inversion is only found in sample 3 and sample 1, but it is not found in sample 2. Inversion of syllable is only found in sample 3.
10. There is a lexical change which is divided into incorrect pronunciation but still meaningful. For example, the word sekarang (now) is pronounced [səɡarə] (soon). Incorrect pronunciation but meaningless as in the word kandang (cage) pronounced [kɔda].
11. Based on data analysis, mispronunciation is frequently done by sample 2, and the word pronounced tends to be meaningless. In sample 1, there is only one mistake in meaningless pronunciation. Meanwhile, such meaningless mispronunciation is not found in sample 3.
12. The writers found confusion of phonemes n, g, y, η, and gn which can be in the form of omission of components η from gn or addition of n, g, and y.
13. Omission of nasal sound at the end of word is found.
14. Addition of sound due to articulator similarity is found.
15. There is a confusion of sounds produced from the same or contiguous place and letters with inversed shapes.
16. The writers also found substitution of vowel [a] for [σ], and consonant [d] for [b] due to visual similarity. In other words, a word is pronounced incorrectly due to having a few similar letters.
17. There is an exchange of position of letters in a word.
18. The writers found an effect of sound [ŋ] on [g], omission and addition.
19. There is a confusion in pronouncing phonemes /n/, /g/, and /y/ which are pronounced incorrectly as though representing phonemes /ŋ/ and /ŋ/.
20. In the analysis of written data, the writers found some mistakes such as substitution due to similarity in shapes, addition, and omission.
21. Based on the finding of analysis on the effect of verbal language form on the meaning of the written word, the writers found three forms, they are; Incorrect writing of word which causes different meaning, incorrect writing of word which still keeps its meaning and incorrect writing of word which produces no meaning at all.

References