

**A PSYCHOLINGUISTIC ANALYSIS OF DYSLEXIA IN
*BACKWARDS: THE RIDDLE OF DYSLEXIA***

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the Attainment
of the *Sarjana Sastra* Degree in English Language and Literature**



By:

Haira Rizka

08211141014

**STUDY PROGRAM OF ENGLISH LANGUAGE AND LITERATURE
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2012

APPROVAL SHEET

**A PSYCHOLINGUISTIC ANALYSIS OF DYSLEXIA IN
*BACKWARDS: THE RIDDLE OF DYSLEXIA***

A THESIS

By

Haira Rizka

08211141014

Approved on 31 July 2012

By:

First Consultant

Second Consultant



Erna Andriyanti, M. Hum.

NIP 19710319 199903 2 002



Titik Sudartinah, M. A.

NIP 19800911 200312 2 001

RATIFICATION SHEET

A PSYCHOLINGUISTIC ANALYSIS OF DYSLEXIA IN *BACKWARDS: THE RIDDLE OF DYSLEXIA*

A THESIS

By:

Haira Rizka

08211141014

Accepted by the Board of Examiners of Faculty of Languages and Arts of Yogyakarta State University on August 2012 and declared to have fulfilled the requirements for the attainment of the *Sarjana Sastra* degree in English Language and Literature.

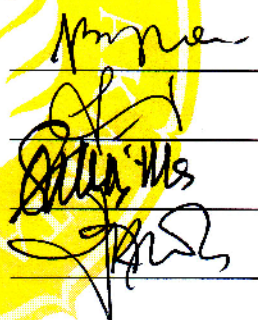
Board of Examiners

Chairperson : Andy Bayu N., M. Hum.

Secretary : Titik Sudartinah, M. A.

First Examiner : Suhaini M. Saleh, M.A.

Second Examiner : Erna Andriyanti, M.Hum.

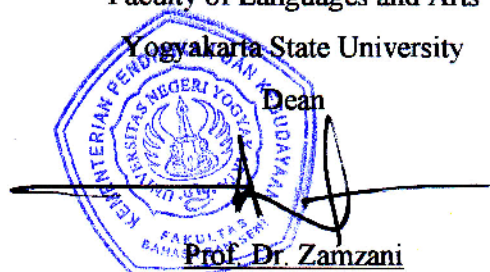
The block contains four handwritten signatures, each on a horizontal line, corresponding to the members of the Board of Examiners listed to the left.

Yogyakarta,

Faculty of Languages and Arts

Yogyakarta State University

Dean

The block features a blue circular official stamp of the Yogyakarta State University Faculty of Languages and Arts. Overlaid on the stamp is a handwritten signature in black ink.

Prof. Dr. Zamzani

NIP. 19550505 198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Haira Rizka
NIM : 08211141014
Program : Bahasa dan Sastra Inggris
Studi Fakultas : Bahasa dan Seni
Judul : A PSYCHOLINGUISTIC ANALYSIS OF
DYSLEXIA IN *BACKWARDS: THE RIDDLE OF
DYSLEXIA*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya, karya ini tidak berisi materi yang dipublikasikan/ ditulis oleh orang lain, atau telah digunakan sebagai persyaratan pada penyelesaian studi akhir di perguruan tinggi lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal itu sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 31 Juli 2012

Penulis,



Haira Rizka

MOTTOS

Today must be better than yesterday

Tomorrow must be better than today

DEDICATIONS

I dedicate this thesis to:

My beloved parents

Thank you for everything given to me and pray delivered for me

ACKNOWLEDGEMENTS

All beautiful words and praise go to Allah, The God of all mankind. His endless mercies and blessings always enlighten me. Therefore, I could finish this thesis. My sincere gratitude is also delivered to:

1. Erna Andriyanti, M. Hum., as my first consultant and Titik Sudartinah, M. A., as my second consultant, who have given me priceless and valuable knowledge, time, guidance, and patience so that I could write this thesis;
2. Dr. Widyastuti Purbani, M.A., as my academic supervisor, who has guided me during my study in this university;
3. all my lecturers who have given me valuable knowledge so that I could write my thesis;
4. Abah and Mama, who always pray the best things for me and who always give every struggle for my best;
5. Kiki and Akmal, for always being my spirit;
6. Mas Furqon, who had inspired me to write this topic;
7. all my friends in Linguistics class 2008: Vanda, Ray, Atika, Nanda, Widhi, Vuti, Septi, Ratih Wijayanti, Ratih Santi, Wani, Doni, Sheva, Hisyam, Bams, and Shinta for always being together in achieving dreams; and
8. all people, whom I cannot mention by name, who helped me finishing this thesis.

Writing this thesis would have been impossible without their assistance. I do realize that my thesis has not been perfect yet. Thus, any suggestions and criticism are indeed needed to improve my thesis.

Yogyakarta, 31 Juli 2012



Haira Rizka

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
<i>SURAT PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
LIST OF ABBREVIATIONS	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Focus	4
C. Formulation of the Problems	6
D. Research Objectives	6
E. Research Significance	7
CHAPTER II LITERATURE REVIEW	8
A. Theoretical Background	8
1. Psycholinguistics.....	8
2. Speech Comprehension and Production.....	10
3. Human Brain	13
4. Language Disorder	17
a. Stuttering.....	18
b. Aphasia.....	20
c. Cluttering	20
d. Autism.....	21

e. Lisp.....	22
f. Dysanthria	22
g. Apraxia.....	23
h. Dysgraphia	23
i. Dyslexia.....	24
1) Miscue Analysis	30
2) Environmental Factors	33
3) Teaching Approaches.....	34
5. <i>Backwards: The Riddle of Dyslexia</i> Movie.....	37
B. Previous Research	38
1. “Dyslexia and Phonology: A Study of the Phonological Abilities of Dutch Children At-Risk of Dyslexia” by Bree (2007)	39
2. “Teaching English to Children with Dyslexia in the Czech Republic and the USA” by Maděřičová (2010)	39
C. Conceptual Framework	42
CHAPTER III RESEARCH METHOD	46
A. Type of the Research.....	46
B. Data and Source of Data	47
C. Techniques of Data Collection.....	47
D. Methods of Data Analysis.....	51
E. Data Trustworthiness	53
CHAPTER IV FINDINGS AND DISCUSSION	55
A. Findings	55
1. Types of Linguistic Errors of Dyslexia Experienced by the Main Character in <i>Backwards: The Riddle of Dyslexia</i>	55
2. The Environmental Factors which Occur in <i>Backwards: The Riddle of Dyslexia</i>	57
3. Teaching Approaches Used to Recover the Main Character in <i>Backwards: The Riddle of Dyslexia</i> from Dyslexia	58
B. Discussion	59

1. Types of Linguistic Errors of Dyslexia Experienced by the Main Character in <i>Backwards: The Riddle of Dyslexia</i>	59
2. The Environmental Factors which Occur in <i>Backwards: The Riddle of Dyslexia</i>	75
3. Teaching Approaches Used to Recover the Main Character in <i>Backwards: The Riddle of Dyslexia</i> from Dyslexia	90
CHAPTER V CONCLUSIONS AND SUGGESTIONS	103
A. Conclusions	103
B. Suggestions	106
REFERENCES	108
APPENDICES	111
<i>SURAT PERNYATAAN TRIANGULASI</i>	140

LIST OF FIGURES

Figure 1: Major steps and representations in language production	12
Figure 2: Levelt's model of speech production (1994)	12
Figure 3: Human brain	14
Figure 4: Modal of oral reading routes	27
Figure 5: Analytical Construct	45

LIST OF TABLES

Table 1.	Data Sheet of Types of Linguistic Errors of Dyslexia Experienced by the Main Character in <i>Backwards: The Riddle of Dyslexia</i>	49
Table 2.	Data Sheet of Types of Environmental Factors which Occur in <i>Backwards: The Riddle of Dyslexia</i>	50
Table 3.	Data Sheet of Kinds of Teaching Approaches Used to Recover the Main Character in <i>Backwards: The Riddle of Dyslexia</i> from Dyslexia	51
Table 4.	Data Findings of Types of Linguistic Errors of Dyslexia Experienced by the Main Character in <i>Backwards: The Riddle of Dyslexia</i>	56
Table 5.	Data Findings of the Environmental Factors which Occur in <i>Backwards: The Riddle of Dyslexia</i>	57
Table 6.	Data Findings of Teaching Approaches Used to Recover the Main Character in <i>Backwards: The Riddle of Dyslexia</i> from Dyslexia	58

LIST OF APPENDICES

Appendix 1.	Types of Linguistic Errors of Dyslexia Experienced by the Main Character in <i>Backwards: The Riddle in Dyslexia</i>	112
Appendix 2.	Types of Environmental Factors which Occur in <i>Backwards: The Riddle of Dyslexia</i>	126
Appendix 3.	Data Findings of Kinds of Teaching Approaches Used to Recover the Main Character in <i>Backwards: The Riddle of Dyslexia</i> from Dyslexia	134

LIST OF ABBREVIATIONS

NO	:	Datum Number
NR	:	Non-Response (Refusal)
O	:	Omission
A	:	Addition
S	:	Substitution
Rp	:	Repetition
Rv	:	Reversal
H	:	Hesitation
SC	:	Self-Corrections
EM	:	Emotional Motivation
SIC	:	Social Interaction and Communication
CMP	:	Cognitive Modality Preference
CB	:	Children's Behavior
PE	:	Physical Environment
PA	:	Phonological Approach
LE	:	Language Experience
CW	:	Creative Writing
TM	:	Teacher Modeling
SQ	:	Self Questioning
CL	:	Critical Literacy
EP	:	<u>Engaging Parents</u>

A PSYCHOLINGUISTIC ANALYSIS OF DYSLEXIA IN *BACKWARDS: THE RIDDLE OF DYSLEXIA*

**Haira Rizka
08211141014**

ABSTRACT

This study is under a psycholinguistic umbrella. The aim of this study is to analyze linguistic phenomena of dyslexia suffered by Brian, the main character in *Backwards: The Riddle of Dyslexia*. This study has three objectives: (1) to identify and explain the types of linguistic errors experienced by the main character in *Backwards: The Riddle of Dyslexia*; (2) to examine the environmental factors which occur in the movie; and (3) to describe the kinds of teaching approaches used to recover the main character in the movie from dyslexia.

This study employed a descriptive qualitative method since it emphasized on describing the phenomena of dyslexia in *Backwards: The Riddle of Dyslexia*. Moreover, the findings were presented in narrative or textual description. However, number was also used to support the analysis of the data. Some steps in analyzing the data were: identifying the raw data, classifying each datum into the categorization, analyzing each datum, interpreting each datum based on its contexts, reporting the findings, and drawing the conclusion. Finally, the data findings were triangulated by two linguistics students who were keen on psycholinguistics.

This study reveals three findings. First, of eight types of miscues, only six types occur in *Backwards: The Riddle of Dyslexia*. They are substitution, hesitation, omission, non-response, addition, and self-corrections. Meanwhile, the absent types are repetition and reversal. Substitution is the most common error made by a dyslexic who has problems in extracting printed letters into sounds. Meanwhile, the other types have only small occurrences since they are not common errors made by a dyslexic. Second, all types of environmental factors occur in the movie, i.e. social interaction and communication, physical environment, cognitive modality preference, emotional motivation, and children's behavior. Social interaction and communication as well as physical environment become the highest in rank because Brian works well with another and needs a suitable condition and situation to read. Finally, each type of environmental factors supports successful teaching approaches for a dyslexic. Third, types of teaching approaches which occur in the movie are language experience, teacher modeling, self-questioning, phonological approach, and engaging parents. Meanwhile, the absent types are creative writing and critical literacy. Those present types of teaching approaches have represented successful treatments for Brian to recover from dyslexia.

Key words: psycholinguistics, dyslexia, *Backwards: The Riddle of Dyslexia*