

**A PSYCHOLINGUISTIC ANALYSIS ON LEARNING
DISABILITY OF A DYSLEXIC IN NOVEL “*MY NAME IS
BRAIN BRIAN*” BY JEANNE BETANCOURT**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the
Degree of Bachelor of Education in English Education



By

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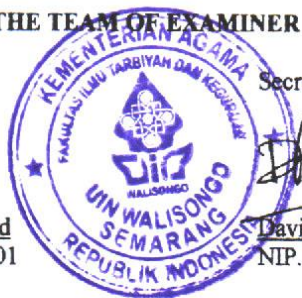

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ABSTRACT

Title : **A Psycholinguistic Analysis on Learning Disability of Dyslexic in Novel “My Name is Brain Brian”**
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This research is aimed to analyze the psycholinguistic of a dyslexic in the novel *My Name is Brain Brian*. The objective of this research is to explain the symptoms, the spelling errors of dyslexia, and the teaching approaches for dyslexia. The subject of the research was Brian as a dyslexic character in the novel. The researcher used qualitative content analysis. The collected data were in the form of sentences, clauses, phrases, words and they were classified into some categories. The data were collected by reading the entire story, coding the required data and classified it. In supporting the data, the researcher also used observation in PKBM Talenta, Semarang. The data were analyzed by organizing the data, coding process, using the coding process for identifying the spelling errors by Snowling, Goulandris, and Defty's theory and Gavin Reid's theory in understanding the teaching approaches for dyslexia, conveying the findings of the analysis and making the interpretation. The result of this research showed that; 1) the symptoms of dyslexia covered the difficulty in reading, difficulty in spelling, difficulty in memorization, difficulty in direction and inherited dyslexia. Besides, the strength also existed such as good in arts and good comprehension skills. 2) the spelling errors showed that phonetic errors were the most error (50,7%) than semiphonetic errors (41,8%), while the dysphonetic errors were the least among them (7,5%). 3) the teaching approaches also existed such as multisensory, over-learning, structured and sequential.

Keywords: *Psycholinguistic, Learning disability, Dyslexia*

MOTTO

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ

*Maka ingatlah kamu kepadaKu, niscaya Aku ingat kepadamu
dan berterima kasihlah kepadaKu dan janganlah kamu
menyangkal nikmatKu. (QS. Al-Baqarah: 152)¹*

No one will be left behind.

¹ Mahmud Yunus, *Tafsir Quran Karim*, (Jakarta: PT. Hidasarya Agung Jakarta), p. 31

DEDICATION

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

1. My father and mother who always motivate me to finish the thesis and give support and advice.
2. All of the dyslexic children.
3. The teacher of PKBM Talenta.
4. All of my friends in the English Education Department.

Acknowledgment

All praises are to Allah SWT, who has given me mercy and blessing until this thesis can be completely finished as the requirement for the Bachelor Degree of Education in English Language Education Department. *Sholawat* and *Salam* are dedicated to the Prophet Muhammad who has brought us from the darkness to the brightness.

I realize that I cannot complete this thesis without the support, cooperation, encouragement, and help from a lot of people. In this chance, I would like to give my sincere thanks to all of them, especially to:

1. Dr. H. Raharjo, M. Ed, St. as the dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.
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I realize that this thesis is still far from perfection so that constructive criticism and suggestion are always expected in order to make it better. I hope that this research would be useful for everyone and for further study.

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LIST OF ABBREVIATION

<i>S</i>	: <i>Symptoms</i>
<i>PE</i>	: <i>Phonetic Errors</i>
<i>SE</i>	: <i>Semiphonetic Errors</i>
<i>DE</i>	: <i>Dysphonetic Errors</i>
<i>TA</i>	: <i>Teaching Approach</i>

CHAPTER I

INTRODUCTION

This chapter discusses the research background, research questions, research objectives, research significances, previous research, research method, and research report.

A. Research Background

Language learning includes four skills in the language. They are listening, speaking, reading, and writing. The child is expected to have those abilities in the case to get a good understanding of the learning process and communication with others.

Lerner, as cited in Abdurrahman, defines reading skill is a basic ability to master some field of studies. If children in the school age did not get reading ability immediately, they will get difficulties to learn the materials in the next class. Therefore, children must learn to read so that they can read for learning. Moreover, Bond, as cited in Abdurrahman, argues that reading is the recognition of a written language symbol which is a stimulus that helps the process of remembering what has been read, to build an understanding through the experience that has been owned.² However, there are some children experience difficulties in one or more academic areas either in specific subjects such as reading,

² Mulyono Abdurrahman, *Pendidikan Bagi Anak Berkesulitan Belajar*, (Jakarta: PT. Rineka Cipta, 2003), p. 200

writing, mathematics, and spelling; or in a more general range of skills such as listening, speaking, and thinking. It indicates that children have learning disabilities.³

Learning disabilities relate to abnormal development of verbal and/or written expression and reception. The main cause of learning disabilities is the possibility of neurological dysfunction which not only leads to learning disabilities but also can lead to mental and emotional disabilities. Some factors which caused neurological dysfunction that can lead to learning disabilities such as; genetic factor, brain injured loss of biochemistry necessary for proper functioning of the brain's nerves, damage biochemistry, environmental pollution, inadequate nutrition, and environmental deprivation.⁴ Hence, the early identification is required to avoid educational and social risks⁵.

There are some students who have difficulty in reading, writing, and spelling. In the same age group, the students receive the same classroom instructions but they show disability in learning written words. However, the students show the same

³ Mulyono Abdurrahman, *Pendidikan bagi Anak...*, p. 9

⁴ Mulyono Abdurrahman, *Pendidikan bagi Anak...*, p. 13

⁵ Language And Learning Disorders - Scielo. (n.d.). Retrieved from http://www.scielo.br/pdf/jped/v80n2s0/en_v80n2Sa11.pdf, p. 95

struggle in some aspects of reading and writing. There is a possibility that the student has dyslexia.⁶

Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment, and in its more severe forms, will qualify a student for special education, special accommodation, and/or extra support services.⁷

In some cases, the dyslexic children get dyslexia by the factor of genetic which is got from her/his parents. For example in Indonesia, there is a public figure named Deddy Corbuzier known as a mentalist and presenter which is diagnosed as a dyslexic. He has difficulty in recognizing people and direction. His son named Azka Corbuzier also has dyslexia which is got from his father.

⁶ Texas Education Agency, *Procedures Concerning Dyslexia and Related Disorders*, (Texas: Austin, 2014) p. 8

⁷ International Dyslexia Association, *Dyslexia in the Classroom: What Every Teacher Needs to Know*, (Baltimore, MD: International Dyslexia Association, 2017) p. 3

Nevertheless, spelling problems are a common characteristic of dyslexia. It becomes important because it relates to the student-written text. If the student has poor writing skill, it will give a bad impact on student task that usually requires a written text and becomes student assessments and evaluations. The acquisition of words also has problems, because the difficulty of the mapping between sounds and letters are not always consistent or predictable.⁸

The degree of difficulty of a child with dyslexia has with reading, spelling, and speaking differs from one to others because of the brain development differences, as well as the type of teaching that had been received. Dyslexia is not related to intelligence. They may have great intelligence than non-dyslexic and having some strengths in other areas than the language area.⁹ It is very interesting to be discussed because the teachers and parents are expected to know about dyslexia to prevent some negative effects that are caused by the wrong intervention.

Some people may say that dyslexic children are stupid or lazy, but actually, it is not. Dyslexia is not related to intelligence. They learn harder than normal people and fight their disability to

⁸ Wimp Tops, *Spelling in Adolescents with Dyslexia: Errors and Modes of Assessment*, (Ghent University; Department of Experimental Psychology), p. 5-6

⁹ International Dyslexia Association, *Dyslexia in the Classroom: What Every Teacher Needs to Know*,..p. 2

be the ability and become a great person in their life. Albert Einstein and Tom Cruise are the other examples of dyslexic people who are a success in their life. They are able to find their ability in their difficulties and develop it so that they can be a great person.

Bunjamin as a Head of Education Office of Semarang mentions that currently there are 17 elementary schools and 7 junior high schools that implement the program of inclusion school. Moreover, The Mayor of Semarang, Hendrar Prihadi stated that he prepared a number of public school from elementary school until junior high school to educate the students with special needs.¹⁰ It is suitable with the Law of Republic Indonesia Number 8 the Year 2016 about People with Disabilities. In article 10, one of the education rights of people with disabilities is having the right to receive education in public school along with non-people with disabilities as known as inclusive education.¹¹ Certainly, it becomes a new challenge for regular teachers in public school if they have students with special needs and have to find a different learning method to teach them. Further, the teachers are also expected to create a conducive atmosphere that can lead to active

¹⁰ Andi Kaprabowo, *Tampung Siswa Inklusi, Hendi Siapkan 17 SD dan 7 SMP Negeri*, <https://semarang.merdeka.com/kabar-semarang/tampung-siswa-inklusi-hendi-siapkan-17-sd-dan-7-smp-negeri-180703n.html>, (Retrieved on October 3rd, 2018)

¹¹ *Undang-Undang Republik Indonesia Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas*, (Retrieved on October 3rd, 2018), p. 11

manner learning.¹² Besides, the teachers are also expected to know the condition of their students and treat them properly.

This research chooses "My Name is Brain Brian" Novel by Jeanne Betancourt as an object of the research and the dyslexic character Brian as the subject of the research. The novel tells about Brian who suffers from dyslexia in elementary school. He hides the fact that he is dyslexic from his friends because he is afraid of his friends to bully or leave him. Brian has difficulty in reading and writing. He is afraid to read aloud in the classroom because he is a slow reader. However, he likes when writing a journal in the classroom, but his journal full of misspelling words. Mr. Bigam, his new teacher finds out that he is dyslexic and decides to help Brian to overcome his dyslexia with other teachers by giving him a different learning method by combining the teaching approaches.

The researcher analyzed the symptoms of dyslexia experienced by Brian because every dyslexic child has different symptoms. The spelling errors in Brian journal were also analyzed as well as the teaching approaches used by Brian's teacher.

B. Research Questions

In order to conduct this research, the researcher formulated the problem which is focused on:

¹² Muhammad Nafi Annury, *Students' Language Learning Styles: An Ethnographic Study at UIN Walisongo Semarang*, Jurnal Vision, (Vol. 5, No. 1, 2016), p. 135

1. What are the symptoms of dyslexia experienced by Brian in the novel "My Name is Brain Brian" by Jeanne Betancourt?
2. What are the spelling errors experienced by Brian in the novel "My Name is Brain Brian" by Jeanne Betancourt?
3. What are the teaching approaches for dyslexia in the novel "My Name is Brain Brian" by Jeanne Betancourt?

C. Research Objectives

Based on the questions above, the objectives of this research as follows:

1. To describe the symptoms of dyslexia experienced by Brian in the novel "My Name is Brain Brian" by Jeanne Betancourt.
2. To explain the spelling errors experienced by Brian in the novel "My Name is Brain Brian" by Jeanne Betancourt.
3. To explain the teaching approaches for dyslexia in the novel "My Name is Brain Brian" by Jeanne Betancourt.

D. Research Significances

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

1. The student

The result of this research will help them to be easier in learning with different approaches.

2. The teacher

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

3. The researcher

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

4. The next researcher

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

E. Previous Study

There are many studies in learning disabilities of dyslexia. One of them is a study on *A Psycholinguistics Analysis of a Dyslexic Character in Taare Zameen Par Movie* showed that Mr. Nikum as the character applies all three learning concepts for learning disability in writing, reading, and arithmetic and have a good result in Ishaan as the dyslexic character. They are: first, teaching phonics directly through

introducing the alphabets and its sounds, followed by the ability to produce the sounds by combining words. Second, teaching using a variety of sense of body in teaching through visual, auditory, and kinesthetic. The last is learning steps from the easiest level to the hardest one. These three learning concepts are enough to be applied for dyslexic children in order to overcome them.¹³ The theory of learning method is suitable for the study and giving a clear explanation about the learning process. The researcher may explore more deeply about the other aspects of dyslexic children to give more explanation about dyslexia.

The similarity of the research and my research is the analysis of dyslexic character. The difference is that the research uses *Taare Zameen Par* Movie as the object of the research, while my research uses *My Name is Brain Brian* Novel.

A journal of *Dyslexia and EFL Teaching and Learning: A Case Study in Bali Children Foundation, Singaraja-Bali* showed that each dyslexic child has different difficulty, but the common problems are difficulties in written language and a failure to recognize and interpret what is

¹³ Beny K and Adam D, *A Psycholinguistics Analysis of a Dyslexic Character in "Taare Zameen Par" Movie*, English Department, Faculty of Languages and Arts, The State University of Surabaya, (Vol. 04, No. 03, 109-117, 2016)

perceived. However, with the help and support of the teacher, dyslexic students can become successful learners. The roles of teachers are to make educational adjustments to facilitate learning and create a successful class environment. Some improvements have been obtained by dyslexic students using Innovative Teaching Methods with different time accumulation depends on the complexity of their problems. The dyslexic students perform better in speaking and listening rather than in writing and reading but by time and strategy they can show improvement in writing and reading.¹⁴ The study is very interesting since the subject is human. Moreover, the researchers gain the topic of dyslexia and EFL learning which is still rare in Indonesia. So, it can enrich the readers' knowledge. The researchers may give an explanation about the difficulties of each subject and more explanation about the improvement in their learning.

The similarity of the research and my research is focused on dyslexia. Then the difference is that the research chooses *Bali Children Foundation* as research subject while my research uses dyslexic character Brian in *My Name is Brain Brian* Novel. I use a descriptive qualitative method as a

¹⁴ Ketut Mirani and Kusuma Dewi, *Dyslexia and EFL Teaching and Learning: A Case Study in Bali Children Foundation, Singaraja-Bali*, (Ganesha Education University, 2012)

research method, while the previous study uses a case study method.

In another study, *Current Practice With in the Field of Dyslexia in Scotland, UK* investigated the framework for assessment, planning, and intervention. The Addressing Dyslexia Toolkit (ADT) promotes an evidence-based practical resource for educating learning providers, allowing them to identify appropriate assessment/intervention strategies. Assessment involves gathering information using various methods, such as observations, interviews, personal history, and test. Acknowledging strengths are important, both for learner self-esteem and in devising strategies. Dyslexia learners need academic supports and accommodations to demonstrate ability. In devising support strategies, it is important to promote learner independence and involve them in planning. From the learner profile, areas of weakness indicate a starting point for planning targeted support. Collaborative among teachers, learning support and parents allow multiple perspectives into strengths and challenges. It is important that staff have access to guidelines promoting good practice and collective understanding.¹⁵ The study is giving a clear explanation about dyslexia from some theories: they are

¹⁵ Anna L C., *Current Practice With in the Field of Dyslexia in Scotland, UK*, Psychol Behav Sci Int J, (Vol. 5, Issue 1, 2017)

biological, cognitive, and behavioral theories. The researcher also provides the UK policy for dyslexia which is important for being known by the parents. The learning strategies in spelling, reading, and writing are explained clearly. Furthermore, it gives a rich acknowledgment for the readers.

The study has similarity to my study in concerns on dyslexia. The difference to my study is the researcher focus on examining current practice in the field of dyslexia within Scotland while my own study analyzes the dyslexic character in the novel.

The study on *A Comparative Case Study of Learning Strategies and Recommendations of Five Professional Musicians with Dyslexia* showed that many of the characteristics of dyslexia may adversely affect music learning. Difficulty in decoding music notation by people with dyslexia has been observed as early as the 1930s. According to Herman, the case of note-blindness can be found in word-blind (dyslexia) families. The researchers found that two of the participants had no difficulty in reading music. Their ability was present despite having difficulty reading the text because of their dyslexia. The participants in the study enjoyed success in their school music classes that aided in offsetting other difficulties they had in school. The participants advocated various strategies to assist the student with dyslexia in learning music, such as multisensory techniques, using session of a

small group or private instruction, isolating musical components when learning new music, the use of technology, and the exploration of jazz music and popular music genres. They also recommended the need for parents to find quality music teachers for their children with dyslexia.¹⁶ The researchers choose a comparative study that is suitable for the research in a case to gain a deep exploration in some dyslexic musicians from many points of view. They may give additional participants to find more comparison in learning strategies and how they deal with the difficulties.

The similarity of this previous study with my study is the concern in dyslexia. Then the differences are the method and the subject of the research. The previous study uses a comparative case study while my study uses a descriptive qualitative method. The subject of the research is five professional musicians with dyslexia and my research is Brian as a dyslexic child.

F. Research Method

1. Type of research

¹⁶ Kent P. N. and Ryan M. H., *A Comparative Case Study of Learning Strategies and Recommendations of Five Professional Musicians with Dyslexia*, (Vol. 35, No. 1, 54-65, 2016)

The researcher uses a qualitative content analysis method. The researcher tries to analyze written communication messages and to examine the information from the communication source, in this case, is a novel. The content of text interprets through the systematic classification process of coding. Then, the collected data are explained descriptively. The purposes of using qualitative content analysis in this research are to provide knowledge about dyslexia and language learning, new insights of dyslexia, a representation of facts about dyslexia and a practical guide of action in teaching dyslexic people.¹⁷

"My Name is Brain Brian" novel is written by Jeanne Betancourt and she is dyslexic. Jeanne brings her own experience with dyslexia to the novel. The study applies Snowling, Goulandris, and Defty's theory in understanding the spelling errors and Gavin Reid's theory in understanding the teaching approach which is applied by Brian's teachers to overcome Brian's learning differences.

2. Source of data

In qualitative research, the collected data is descriptive data, such as a personal document, field note, participant

¹⁷ Satu Elo & Helvi Kyngäs, *The Qualitative Content Analysis Process*, (Blackwell Publishing: JAN Research Methodology, 2007), p. 107-108

action, document, and others.¹⁸ The data source of this research is “My Name is Brain Brian” novel. It was written by Jeanne Betancourt and published in 1993.

3. Limitation of the Research

This study focuses on the investigations of the symptoms of dyslexia experienced by Brian as the dyslexic character, written spelling errors experienced by Brian in his daily journal, and the teaching approach for dyslexic used by the teachers to overcome Brian in the novel "My Name is Brain Brian" by Jeanne Betancourt.

4. Methods of Collecting Data

The researcher examined the manuscript by reading the entire story to collect the data. Then, the researcher took note and coded in some words, sentences, or paragraphs that required the data such as the symptoms of dyslexia, the spelling errors, and the teaching approaches. The coding data were organized in the form of a checklist to facilitate the classification and analyzed the data.

In supporting the data, the researcher also used observation. The researcher observed the teaching process in PKBM Talenta, Semarang to check the findings of the

¹⁸ Andi Prastowo, *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruz Media, 2016), p.43

research in order to know the suitability of the teaching approaches.

5. Instrument

In presenting this research, the researcher used two instruments.

a. Checklist

The researcher used a checklist to classify the data collected into some categories. The checklist consist of the symptoms of dyslexia, the spelling errors of dyslexia, the teaching approaches for dyslexia found in the novel. Then, the data will be analyzed and discussed.

b. Observation

In supporting the data, the researcher also observed PKBM Talenta, Semarang. The observation was held on 8th – 9th January 2019. It was started at 2 p.m. until 3 p.m. The researcher observed the teaching-learning process for a dyslexic at 1st grade.

6. Methods of Analyzing Data

In analyzing the data, the researcher used some steps as follows; 1) Organizing and preparing data for analysis. In this step, the researcher prepared a novel. 2) Reading all of the data. The researcher read the whole novel carefully to get a

general sense of the information in the novel. 3) Coding process. The researcher organized the data by segmenting the text and labeling the important data during data collection. 4) Using the coding process to generate a small number of themes or categories for analysis. 5) Conveying the findings of the analysis. 6) Making an interpretation is the final step in data analysis.¹⁹

G. Research Report

This research is organized into five chapters:

Chapter I is the introduction. It will present the research background, research questions, research objectives, research significance, previous research, research method, and organization of the research. Chapter II will present the literature review related to the study. A general description of the novel will be presented in chapter III. Chapter IV will discuss the analysis and finding of the research. Chapter V is the conclusion and suggestion.

¹⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, (USA: SAGE Publication, 3rd ed., 2009), p. 184-188

CHAPTER II

LITERATURE REVIEW

In this chapter, an overview of the concepts that base this study is presented. The overview is divided into the following sections: Psycholinguistics, Learning Disabilities, Language Disorders, Dyslexia, and Teaching Approaches for Dyslexia/Learning Disability.

A. Psycholinguistics

Psycholinguistic has a huge role in the development phase of a human. It is based on the general principles of psychology as the science of human behavior as well as on the general principles of linguistics as the science of language.²⁰ Harley states it as “A study about mental processes in the use of language.” According to Clark and Clark as cited in Dardjowidjojo, psycholinguistics related to three main topics: acquisition, production, and comprehension of language.²¹

The acquisition process of language may be done in two ways, the acquisition of the first language and the acquisition of the second language. When the child is in the family environment or in a natural situation automatically he learns about one or more

²⁰ Joseph C. Mukalel, *Psychology of Language Learning*, (New Delhi: Discovery Publishing House, 2003), p. 2

²¹ Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*, (Jakarta: Yayasan Obor Indonesia, 2003), p. 7

language. So, the acquisition of the first language occurs as well as before the school-going age. We may call it as a mother tongue or the language of the parents. The acquisition of the second language refers to a target language or the languages that learn in school.²² Both of them have a different way in the process of acquisition and the learning condition.

The production of language is commonly involving some components process; conceptualizing, formulating, and articulating. Conceptualizing means a conscious planning activity in which a communication intention guides the construction of one or more messages. Formulating is generating natural language representations for messages. It involves two processes; first, grammatical encoding, it maps the message into some grammatical form. Second, phonological encoding, it transforms the syntactic structure into a phonetic or articulatory plan. Articulating is executing the articulatory plan as a sequence of articulatory gestures. It could be in a spoken or written language.

Comprehension of language involves the following component processes; perceptual and interpreting.²³ Perceptual includes auditory and visual. Perceptual auditory is an ability to understand and interpret what has been heard. One of the parts of

²² Joseph C. Mukalel, *Psychology of Language Learning*..., p. 13-14

²³ Willem J. M. Levelt, *Psycholinguistics: An Overview*, 1992, p. 290-

visual-auditory is phonological awareness. It is an awareness that language can be broken into words, syllables, and phonemes (sound of the letter). While perceptual visual is an ability to differ geometrics, letters, or words. However, perception is a skill which is learned, so the teaching process can give direct effect in perceptual skill.²⁴

Nevertheless, those are very important to the learning process of the child whether in reading, writing, speaking, and mathematics. When the child found the difficulty, for example in auditory perceptual or visual, it may lead to the disability of learning related to language. So, the psycholinguistics here can try to apply its knowledge of linguistics and psychology in those problems and others such as language teaching and learning, speech disorders, and other social problem related to language.

B. Learning Disabilities

Every child has a different ability in his/her life. A child cannot be blamed on his differences. The difference potential also exists in different areas. One may have good writing, while the other has a significant writing problem, but has a good speaking. It doesn't mean that he is a fool. Every child must have weaknesses and strengthens and it cannot be generalized from one to other.

²⁴ Mulyono Abdurrahman, *Pendidikan Bagi Anak...*, p. 152-154

The learning achievement is affected by the internal factor and external factor. External factors include wrong learning strategy, teaching process management that does not evoke the children learning motivation, and improper reinforcement. The external factors can be the main cause of the learning problem. While the internal factor, there is a possibility of neurological dysfunction. It becomes the main cause of learning disability.²⁵

Learning disabilities refer to the abnormal development of reading and written skills, and logical and mathematical thinking, and may be associated with oral language impairment.²⁶ Children with learning disabilities are a heterogeneous group. They often struggle with various areas of academic performance. It includes the following areas: reading, mathematics, and written expression.²⁷

2.1 Reading Deficits

Reading is important for people to get information. It involves the learning process in the school that required reading to get the information that has been presented by the teachers. Furthermore, reading is the most skill associated

²⁵ Mulyono Abdurrahman, *Pendidikan Bagi Anak...*, p. 13

²⁶ Carolina R, Schirmer, et al., *Language and Learning Disorders...*, p. 99

²⁷ Characteristics Of Children With Learning Disabilities - Naset. (n.d.). Retrieved from

with academic failure.²⁸ Reading deficit is also called as dyslexia. It relates to phonological awareness, it is the ability to breakdown word into sounds. If the student has difficulty with those, it can lead to the difficulty in learning to read. However, the specific problems in that they have in reading vary as much as the many components of the reading process such as oral reading, reading comprehension, word recognition skills, and reading habits.

2.2 Math Deficits

There is a possibility if the students who experienced learning disability may have problems in math and calculate. Children may experience thinking mathematically in the early stage before the formal education begins in some situations which are required to apply the mathematical concept. They begin to apply it in a more formal way as they are participating in an informal school by taking the previous knowledge that has been learned.²⁹ Math difficulties are called as dyscalculia. Students who have experienced it may have difficulty in recognize and comprehend symbols, spatial

²⁸ Characteristics Of Children With Learning Disabilities - Naset. (n.d.). Retrieved from <https://www.naset.org/...>

²⁹ Characteristics Of Children With Learning Disabilities - Naset. (n.d.). Retrieved from <https://www.naset.org/...>, p. 9

relation disorder, visual perceptual disorder, and difficulty in reading.³⁰

2.3 Written Expression Deficits

Most of the people with a learning disability also experienced deficits in written language and considered as a serious problem. Writing is usually the last skill which is mastered by the children because the expression required a complex method such as linguistic, eye-hand integration, and conceptual abilities. The written deficit is called dysgraphia. They may experience struggle to organize and use the mechanics of writing, struggle to develop their fluency, difficulties in spelling and constructing written products in a legible way, and too brief written work.³¹ Dysgraphia sometimes related to dyslexia because writing and reading related to each other.³²

There are some varieties of interrelated graphic skills of written language; they are composition, spelling, and handwriting. The composition is the ability to produce ideas and to state them in accordance with accepted grammar. Spelling is the ability to create words by combining the letters

³⁰ Mulyono Abdurrahman, *Pendidikan Bagi Anak...*, p. 259

³¹ Characteristics Of Children With Learning Disabilities - Naset. (n.d.). Retrieved from <https://www.naset.org/...>, p. 14

³² Mulyono Abdurrahman, *Pendidikan Bagi Anak...*, p. 228

in acceptable usage. Handwriting is the ability to accomplish the graphic symbol to generate legible messages.³³

In sum, those deficits have related to each other. If a child has a deficit in math, it may have a possibility in experience deficit in reading. Some children may experience problems in only one of the academic area, while others may experience difficulties in all three of them. Giving early intervention is one of a good way so that the children can succeed academically.

C. Language Disorder

Communication requires language as social interaction to exchange messages and to provide information. The process of language itself involved community which taking role as a speaker and listener. In some moment we may found some of them whether a speaker or a listener may have difficulty in the processing of language. It could be the very late response of the listener due to the difficulty to understand what the speaker says although he heard it clearly. There is a possibility that the listener has a language disorder.

A language disorder occurred in speaking when people have difficulty to find the right words and create unclear sentences. They may also have difficulty to comprehend what had been said

³³ Characteristics Of Children With Learning Disabilities - Naset. (n.d.). Retrieved from <https://www.naset.org/...>, p. 13-14

to them. A language disorder is not associated with a speech disorder, hearing issue, and a late talker. People who experienced language disorders characteristically have no trouble in hearing or pronouncing words. Mastering and applying the rules of language, like grammar is challenging for them. The treatment is required to prevent sustainable problems in communication that may lead to emotional problems and academic consequences.³⁴

There are three types of language disorders; Receptive Language Disorders (language comprehension), Expressive Language Disorders (language production), and a combination of both. People with a receptive language disorder have difficulty in understanding language. They may have:

- a. A difficulty to comprehend what other people have said.
- b. A difficulty to follow the direction that has been explained.
- c. A difficulty in arranging their ideas.

People with expressive language disorder have some problems in the use of language to express what they are thinking or need. They may have:

- a. Problems in constructing sentences by combining words, or generate short and simple sentences.

³⁴ The Understood Team, *Understanding Language Disorders*, <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/communication-disorders/understanding-language-disorders>, retrieved on April 4th, 2018

- b. Difficulty to retrieve the right words when talking, and sometimes use placeholder words such as "um."
- c. A limited vocabulary than the other same age children.
- d. Omitted words when they are speaking.
- e. Used particular phrases constantly.
- f. Used tenses (past, present, future) incorrectly.

It is considered as a developmental language disorder when the cause of language disorder symptoms is unknown. Thus, brain injury is causing some mixed language disorders. Children with other developmental problems, autism spectrum disorder, hearing loss, and learning disabilities may also experience language disorders.

It should be noted that language disorders are different than delayed language and infrequently caused by a lack of intelligence. Delayed language takes place when the way of development of speech and language of the child is the same with another child, but later. While in language disorders, speech and language do not develop normally such as the development of those skills will be different than usual.³⁵

³⁵ U.S. National Library of Medicine, *Language Disorder – Children*, <https://medlineplus.gov/ency/article/001545.html>, (retrieved on April 4th, 2018)

D. Dyslexia

1. Definition of Dyslexia

The term “dyslexia” has developed slowly during the past sixty years. From the period of 1925-1960, *strephosymbolia* was used by some psychologists and educators as a representative to a condition of mixed brain dominance and unorganized brain functions. Other words and phrases such as "word-blindness," "Alexia," "brain injured," "primary reading disability," and "developmental were lag used during this period.³⁶

According to International Dyslexia Association (formerly the Orton Dyslexia Society), the formal definition of dyslexia is:³⁷

“Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience

³⁶ Donald C. Cushenberry, *Dyslexia: The Real Issues, Reading Horizon*, (Vol. 21, Issue 2, 1981), p.103

³⁷ International Dyslexia Association, *Dyslexia In the Classroom; What Every Teacher Needs...*, p.3

that can impede the growth of vocabulary and background knowledge.” (International Dyslexia Association, 2017)

The British Dyslexia Association defines dyslexia neurologically that dyslexia is a complex neurological condition that is fundamental in origin. The symptoms may influence many areas of learning and function and may be explained as a specific difficulty in reading, spelling, and written language.

Dyslexia is a *syndrome*. It means that a cluster of related characteristics differs in degree and from one to others. The syndrome of dyslexia is now widely recognized as being a *specific learning disability* derived from neurology which does not mean low intelligence or poor educational potential, and which does not depend on race and social background.³⁸

Dyslexics may experience difficulty in recognizing and remembering word sounds. Letter combination such as *ph* in a phone could be difficult for some dyslexics. Semantic confusion may happen when reading aloud because they tend to read for meaning and context rather than focusing on reading accurately. When reading, they may also lose their

³⁸ *Understanding Dyslexia*, www.Lucid-Research.com, (F19, Vol. 02, 2006), p.1

place. Sometimes complete lines can be omitted, reversed and added.

Word confusion exists when dyslexics find similar sounds such as *there* and *their*. As well as rhyming can be a difficult task to do. They may also have difficulty pronouncing multi-syllabic words even the common ones. Spelling can be quite characteristic of dyslexia. When they have habitually misspelled a word, it could be difficult for them to unlearn the error and they might repeat the same error.

The other difficulty covers the memory area such as poor short term memory and long term memory. They may have difficulty remembering and organizing their homework notebooks. The difficulty may affect the motor and movement control such as tying shoelaces, bumping into furniture, tripping and falling frequently.³⁹ It is important to recognize those difficulties to measure the severity of the difficulties because it will affect the result of the assessment and the interventions.

Neurologically, there are two hemispheres in the brain, the left hemisphere, and the right hemisphere. Each of them has different roles and the way of processing certain types of

³⁹ Gavin Reid, *Dyslexia*, (London: Continuum International Publishing Group, 3rd ed., 2011), p. 11-13

information. Usually the left hemisphere processes language and the small details of information, such as print. So, the left hemisphere is important for decoding tasks that are necessary for accurate reading.

On the other hand, the right hemisphere tends to process information in a holistic perspective involves processing pictures and other types of visual information. The right hemisphere also usually deals with comprehension and some aesthetic aspects such as the appreciation of art and music.⁴⁰

Children with dyslexia usually have visual, right-brained global processing style. Breznit as cited in Reid also claims that dyslexic learners show difficulties when transferring information from one hemisphere to another. It may come from information damage in the corpus callosum or delay in inter-hemisphere transfer time.⁴¹

In short, someone who suffers dyslexia has different brain working or minimal brain dysfunction. They tend to use the right hemisphere to learn and process information includes letters, images, and symbols because the corpus callosum does not work balanced.

⁴⁰ Gavin Reid, *Dyslexia*, (London: Continuum International Publishing Group, 3rd ed., 2011), p. 20

⁴¹ Gavin Reid, *Dyslexia...*, p. 10

2. Spelling Errors as a Part of Dyslexia

In communication, there is a process of language between speaker and listener. The language itself can be in spoken or written. The written text requires good spelling so that the message can convey clearly. Successful English spelling performance involves the processes of segmenting the spoken word into its phonemic components and then selecting the appropriate graphemes to represent the phonemes.⁴² Spelling also becomes the most important in written work because it can affect the assessment. However, we may have done in good work, but misspelling word can decrease the point of assessment.

Gentry as cited in Abu Rabia and Sammour suggested the existence of five stages of spelling development; 1) *Pre-communicative* stage, children combine letters and letter-like symbols in a relatively random manner. 2) *Semi-phonetic* stage, children represent part of the phonetic information in the word. 3) *Phonetic* stage, children expand knowledge of letter-sound correspondence systematically. 4) *Transitional* stage, children show their knowledge of English orthography in addition to their initial understanding of the

⁴² Salim Abu-Rabia and Rana Sammour, *Spelling Errors' Analysis of Regular and Dyslexic Bilingual Arabic-English Students*, Open Journal of Modern Linguistics, (Vol.3, No.1, 2013), p. 58

ways in which morphological information influences spelling. In addition, children reach the correct stage of spelling when they master the phonological, orthographic, and morphemic aspects of their written vocabulary.

On the other hand, Varnhagen et al. explained that the development of spelling skills of children elementary school grades cannot be sufficiently characterized by developmental stages. Conversely, children use various sources of knowledge and strategies in their spelling performance from a very early age. Moreover, understanding the process of spelling development is mostly based on observations of children's spelling errors. These errors provide interesting insights into how the children understand the sound system and spelling of the English language.⁴³

Snowling, Goulandris, and Defty as cited in Abu Rabia and Sammour classified the spelling errors into three categories; first, *phonetic errors*—these errors were caused by the inappropriate application of letter-sound correspondence rules, but portray the sound of the target words (e.g. cigarette-sigaret). Second, *semiphonetic errors*—these errors include a single phonemic error and could be constructed by omitting a single phoneme, adding a phoneme

⁴³ Salim Abu-Rabia and Rana Sammour, *Spelling Errors' Analysis of Regular...*, p. 58

and substituting one phoneme with a similar one. Third, *dysphonetic errors*—all other errors that did not portray the sound structure of the word correctly (e.g. million-miyel).⁴⁴

This research uses spelling errors theory by Snowling, Goulandris, and Defty to make an understanding of the learning disability experienced by the dyslexic character, Brian. Because the object of this research is the document in form of the novel, so I choose to analyze the written spelling errors experienced by Brian and focuses on Brian's daily journal. There are three journals written by Brian in "My Name is Brain Brian" novel.

E. Teaching Approaches for Dyslexia/Learning Disability

Some dyslexic children have difficulty in learning and processing information. The most common problems are in reading, writing, spelling, and arithmetic. It makes children feel not confident with their ability and makes them hate school. The children need a different teaching approach to overcome their difficulty.

According to Reid, teaching approaches for children with dyslexia are divided into three broad areas; individualized approaches, curriculum approaches, and whole-school

⁴⁴ Salim Abu-Rabia and Rana Sammour, *Spelling Errors' Analysis of Regular...*, p. 60

approaches. In this study, the researcher will focus on individualized approaches because it will consider learning context and strength and weakness of the students in creating the programmes and strategies.

Most individualized programmes combine some, or all, of the following principles:⁴⁵

1. Multisensory

One of the most prominent teaching methods for dyslexia is a multisensory method which utilizes visual, auditory, tactile and kinesthetic modalities. The methods have been used for many years and being a part of Orton-Gillingham programme and the other phonics programmes.⁴⁶ It is important for dyslexics because they are often having difficulty in auditory for receiving the information so that they can use their other stronger modalities to help it such as visual and kinesthetic.

2. Over-learning

A dyslexic child also needs considerable over-learning. This doesn't mean repetitive rehearsal but mostly like the use of different teaching methods in some words or skill in different situations. If the children learn a new word in the classroom, so it must be learned in other context and make them clear

⁴⁵ Gavin Reid, *Dyslexia*,..., p. 50

⁴⁶ Gavin Reid, *Dyslexia*,... p. 51-52

about the word.⁴⁷ Over-learning is also necessary to attain automaticity. It relates to the short-term and long-term memory difficulties experienced by dyslexics as a mean that repetition and reinforcement are necessary.

3. Structured

It is important that the learning experiences are highly structured and usually phonically based to meet the children needs within the classroom situation. According to Crombie (in Reid), structuring learning requires not only in the teaching order of the points that will be learned but also the aspects and techniques that apply to the teaching process. Moreover, he suggests that the child who is being taught to spell will need to 'tune in' to words and sounds. If he cannot and not aware of the sound that he heard, it will affect the spelling. So, training in phonological awareness is required.⁴⁸ The structured approach usually shows a linear progression and the learners are able to complete and master a particular skill in reading or learning process before advancing to a subsequent skill.

4. Sequential

It is necessary for the dyslexic child to master sub-skill before moving to the more advanced materials. Thus, a sequential

⁴⁷ Gavin Reid, *Dyslexia and Inclusion*, (London: David Fulton Publisher, 2005), p. 33

⁴⁸ Gavin Reid, *Dyslexia and Inclusion*,... p. 34

and cumulative approach may not only provide a structure to their learning but will help the learning more meaningful and effective.⁴⁹

In addition, the use of technology also can help the learning process for dyslexic children. All media are aids to teaching and learning involving radio, television, films, tape-recorder, computer, etc. It implies a behavioral science approach in teaching and learning and the relevance of scientific and technological methods and principles developed in psychology, sociology, linguistics, communications and other related areas.⁵⁰ Teaching uses media could be a good method to raise the interest and enthusiasm of the children by applying the appropriate media. Nowadays, applying media are being an important requirement in the teaching-learning process.⁵¹

This study uses Gavin Reid's theory in understanding the teaching approach for dyslexia in the novel "My Name is Brain Brian".

⁴⁹ Gavin Reid, *Dyslexia*,... p. 52

⁵⁰ Jagannath Mohanty, *Educational Technology*, (New Delhi: Rajouri Garden, 2005), p. 22-23

⁵¹ Muhammad Nafi Annury, *Childhood and Literacy (A Critical Study of Media Education as Contemporary Culture*, Jurnal Vision, (Vol. 4, No. 1, 2015), p. 83

CHAPTER III

GENERAL DESCRIPTION OF THE STORY

This chapter involves the analyzing of literature that consists of characterization, theme, plot, setting, and point of view.

A. The Elements of Literature

The researcher needs to analyze the literature first in a case to get an understanding of the whole story. Fiction has some specific elements and it can help us to analyze a literary text into its components. According to Schirova, there are some obvious elements of fiction to identify such as characterization, theme, plot, setting, and point of view.⁵²

1. Characterization

Characterization refers to the author's presentation and the development of fictional characters. The character will explain below while the characterization will be attached (see appendix 10). Character consists of the protagonist (the lead character who get interested and empathy from the readers), antagonist (the protagonist's opponent), and

⁵²I. A Schirova., *How to Analyze Fiction*. Учебное пособие, (СПб.: Борея Арт, 2006. –190 с.), p. 10

tritagonist (third actor). The character may also be major/main and minor.⁵³

Major characters used to be the center of the story. Sometimes, they are good men but may also be the bad one. The minor characters are the person who lived around the main character. Their role is usually to emphasize the support and affect the protagonist.⁵⁴ Moreover, Schirova stated that the main character appears in most of the story, while the minor character appears less than the major.⁵⁵

In the novel, there are some characters divide in major and minor as follows:

a. Major Character

The member of Joker club—Brian, John, Richie, and Dan—is the major characters. They appear in most of the story and involve in the conflict with Brian as well as Brian's parents and the teachers.

- a) Brian: The boy who narrates in the story. He is the protagonist. He is a sixth-grade student in Sharon Center School who experiences dyslexia and it makes him hates

⁵³ I. A Schirova,, *How to Analyze Fiction*. ..., p. 22-23

⁵⁴ Muhammad Nafi Annury, *An Analysis of Humor in J.M Barrie's Play "The Old Lady Shows Her Medals" on EFL Literature Class*, Jurnal Eternal, (Vol. 5, No. 2, 2014), p. 103

⁵⁵ I. A Schirova,, *How to Analyze Fiction*. ..., p. 23

school. He is a member of the Joker Club who likes doing funny things in school. His parents, especially his father thinks that Brian is lazy with his school. Actually, he is a smart and good thinker.

- b) Dan: He is the protagonist. He is a smart boy who loves monster movies and drawing monster characters. He is also good at mathematics. His parents are African-American so he has the darkest skin of anyone in Sharon. But, he is the nicest and the smallest of the Jokers.
- c) John: He is the antagonist. He is the biggest, strongest, and oldest in Joker Club. He is not so good in school and does what he wants even it betrays the other Joker members.
- d) Richie: He is an antagonist. He is the redhead, skinniest and fastest in Joker Club. John and he betray the other members by make a friend with eighth graders and bring them in the hideout.
- e) Roy Toomey: He is Brian's father who works as an architect.
- f) Ellen Toomey: She is Brian's mother who works at the hospital.
- g) Mr. Bigham: The new sixth graders' teacher. He is the teacher who realizes that Brian is dyslexic. He is a nice teacher that always helping his students.
- h) Mrs. Samuels: She is Brian's volunteer tutor who always gives him a piece of homemade banana bread and a bottle

of apple juice before tutoring. She helps Brian in writing and reading. Then, Brian found out that she is also the teacher of his father who has a difficulty in reading and writing and also tutoring him in after school.

b. Minor Character

- 1) Isabel: She is a smart student who likes reading and answering all of the questions from the teachers. She is the enemy of Brian and the other Joker Club's member. On the other hand, she is being a partner with Brian in the animal-life project. It makes them being a good friend.
- 2) Hillary Toomey: She is Brian's elder sister. She is a student at Housatonic Regional High School. She likes teasing Brian with his wrong spell and thinks that Brian is the ugliest person in the world.
- 3) Tyson Toomey: He is two and a half years old and the younger brother of Brian and Hillary. He is the best friend of Brian in their family. Brian always giving Tyson a bath and reads him a story before Tyson goes to sleep.
- 4) Grandpa Albert: He is Brian's grandfather. He is in Florida visiting his brother after the death of his wife. He likes telling jokes and fishing. So that Brian likes his grandpa better than his father.

- 5) Ms. Crandal: She is the resource room teacher. He helps Brian with writing because he has a difficulty in listening and writing at the same time. She also gives him a tape recorder in a case to help him during the social studies class.
- 6) Mr. Dither: He is the social studies teacher.
- 7) Dr. Ruth Jenner: She is the expert who knows all about dyslexia and gives Brian a test about dyslexia.
- 8) Ms. Olgey: Former sixth-grade teacher.

4. Theme

The theme is a central idea of a work. The author knits theme throughout the work, and the readers will realize it as they deal with the text because the theme is not explicitly stated in the works. It is important to have the ability to cover the theme of works because it will lead the readers in understanding the purpose of the author in writing the book.⁵⁶

The novel *My Name is Brain Brian* discovers the school-life of Brian who has a learning disability/difference

⁵⁶ I. A Schirova,, *How to Analyze Fiction*. ..., p. 48

named dyslexia. He hides it from their friends and tries to deal with his condition in the school.

5. Plot

The plot is the general theme and what mostly happened in the story or novel. It is often created narratively or storyline which embraced exposition, climax, and falling action or resolution.

Exposition usually introduces the situation. It describes the character and provides the setting. Then, the author mentions a series of events which is linked by cause. In all these cases, the action rises. The situation becomes complicated and reaches the crisis.

A climax is the turning point and the most intense event. The last is falling action or resolution as the rest of the story. It leads to the decreasing tension, the resolution of the conflict and the action is being stable.⁵⁷

a. Exposition

Heading back from summer vacation, Brian and his Joker Club friends—Dan, Richie, and John—will start school tomorrow. They are 6th-grade students in Sharon Center School. Brian hates school but for this New Year school, he

⁵⁷ I. A Schirova,, *How to Analyze Fiction*. ..., p. 12

makes a promise to himself to start out good right from the beginning. He will do all his homework and pay attention in class because he didn't try hard enough before. So do their friends. They don't good in school but good at making jokes. Their hideout is the gardener's shed behind the old Colgate mansion. They always meet up in their hideout every weekend and after school sometimes and have a rule that no one goes to the hideout unless everyone comes.

Brian lives with his parents, an elder sister and a younger brother. His father, Roy Toomey is an architect while his mother, Ellen works in the hospital. His sister named Hillary Toomey is a student in high school, Housatonic Regional High. Tyson, his little brother is still two and a half years old.

One day, they make an Operation J.D.B.R. Those letters have been being the initials of their first names and stands for "A Joke a Day Brings Relief". They will make a joke in class and if funny, the joke maker will get a point. They will contribute two dollars a week and will be divided during Christmas vacation. Member who gets the most point will get the prize, which is money.

On the first day of school, they meet Mr. Bigham as the new teacher of 6th-grade. Mr. Bigham then realizes that Brian has a learning disability named dyslexia due to his error in spelling his name. Brian hides the fact that he is a dyslexic

from his friends because he is afraid if they will bully or leave him. Mr. Bigham then called Brian's parents to tell about his child's condition and intervention for him.

Brian's father always thinks that Brian is such a lazy boy. Obviously, it discourages Brian. He thinks that his father is so mean and he is stupid. His parents also argue with each other sometimes.

On the science period, Mr. Bigham announces an animal-life project. Unfortunately, Brian gets Isabel Morris as his partner because they choose the same animal, it is Canada goose. Both of them just getting angry with that since they hate each other.

Brian starts to have a tutoring session after school with Mrs. Samuels and the resource room with Ms. Crandal. Mrs. Samuels teaches Brian how to read and write as the basic literacy to develop his phonological awareness. She also introduces him to a computer so that Brian can learn how to type and makes his writing easier. Ms. Crandal as a resource room teacher helps Brian with his biggest problem that is with homework especially with social studies. Brian has difficulty listening and writing at the same time. So, Ms. Crandal gives him a tape-recorder to use in social studies and record the teacher's explanation.

b. Climax

When social studies class begins, Mr. Ditcher announces that Brian will change his place with Irene and explains that Brian will record his lecture because he has a learning disability. That's the way the Joker Club members know about his condition.

After school, Brian records the Canada Geese honking for his report on the animal project. He is in the roof of The Colgate mansion. Suddenly, he hears a gunshot explodes through the window of the shed. The geese are flying away but and no dead bodies. Brian then realizes that two of the boys are John and Richie. It breaks the rule of Joker Club. John and Richie also bring other people to the hideout. They are the trouble maker of eighth graders; Teddy, Steve, and Mark. The next two days, Brian goes to Dan and tells about what John and Richie did. Brian and Dan feel disappointed with them. Brian also said that he doesn't like Operation J.D.B.R. anymore.

Along with the animal-life project, it makes Brian, Isabel, and Dan is a good friend. They always help each other. At night when Brian's family gets a postcard from his grandfather, Brian just realizes that his grandfather is also a poor speller like him. Then, his mother also says that Brian's father is also a poor speller. Brian wonders whether his grandfather and his father have a dyslexic too.

Brian thinks that he can't be a friend of John and Richie. John makes a joke on him by saying the teacher's pet on the J.D.B.R Operation, it obviously breaks the rule. John and Richie lie to Brian and Dan that the school is off due to the repairmen of the furnace and it is dangerous. On the other hand, Brian has a social study test with Mr. Dither. The other reason is when John wrote BRAIN AND IS-A-APE in big yellow chalk on the pavement next to the bike rack.

c. Resolution

Brian and Dan write a letter to John and Richie that they quit the Joker Club and take the money that they will divide when Christmas came. And that's the end of the Joker Club.

It's a sunny June day and summer vacation will be begun. Brian realizes that dyslexia is never going to go away like what his grandfather and his father do. But it's not going worse and get better in the way he thinks, and having creative ideas. He saves his money to buy his own computer and sell a birdhouse. The class ends by reading the poem of the animal-life project. When the bell rings, the school year is over.

6. Setting

The setting is the total environment for the action of the fictional work. It includes place, time, social environment and atmosphere. The place can be fixed, varied, foreign, native and parts of the region. The time can be temporary or historical. It could be passing a few minutes or some years.⁵⁸ The setting of the novel is explained below:

a. Setting of time

The story starts after the summer vacation that the vacation is officially finished. The time embraces the morning, afternoon and night of their daily life as the new 6th-grade students. It covers one year of school until the sunny June comes again as the means that the school year is over by the summer vacation and his last entry as the 6th-graders.

b. Setting of place

The story takes place in a town named Sharon, Connecticut. It includes the Joker club's hideout in the gardener's shed behind the old Colgate mansion; Sharon Center School, Joker club's school involves the sixth-grade class, the resource room, tutor's room, cafeteria, and the bike rack; a farm field, the place when Brian, Isabel, and Dan record

⁵⁸ I. A Schirova,, *How to Analyze Fiction*. ..., p. 34

the video of Canada geese; Dan's house; and the most action takes place in Brian's house.

7. Point of View

A story may be told from the inside or the outside. If it is told by the inside, it means that the story was told by one of the characters or the participants of the story. It is known as first-person narration since it uses the pronoun "I" that refers to him/herself. Meanwhile, the story told by the outside is called as third-person narration. It is usually told by the nameless narrator or may be closely identified as the author. The term is derived from the use of third-person such as "he," "she," "they," and the proper name like "Mr. Chris" or descriptive phrase like "the young woman" that refers to all of the characters in the story.⁵⁹

There are two kinds of narration; they are omniscient narration and limited narration. Omniscient narration simply knows everything and can tell the readers directly what the characters think. Technically, it is being a third-person type. However, the narrator who doesn't know everything is called limited narration. Usually, it appears in

⁵⁹ W. P. Kenney, *How to Read and Write about Fiction*, (New York: Arco, 2nd ed., 1988), p. 51

stories told from the inside or the first-person narration, but it may also appear in the story told from the outside or the third-person narration.⁶⁰

In the novel *My Name is Brain Brian*, it is found that the point of view of the story is the first-person limited narration. Brian narrates himself and using pronoun *I* to tell his experiences and he doesn't know what the other characters think about.

⁶⁰ W. P. Kenney, *How to Read and Write...*, p. 51-53

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses more details on the findings of the research. Based on the research questions, the novel was analyzed to obtain the answer to the questions.

This chapter is divided into four sub-chapters; 1) The symptoms of dyslexia experienced by Brian. 2) The spelling errors experienced by Brian. 3) The teaching approaches for dyslexia in the novel. 4) Discussions. 5) The pedagogical contribution of the research to the teaching-learning process.

A. The Symptoms of Dyslexia Experienced by Brian in Novel “My Name is Brain Brian”

This part explains the symptoms of dyslexia experienced by Brian. After the classification of the data through the checklist (Appendix 1), the researcher found that there are some symptoms of dyslexia experienced by Brian.

1. Reading Difficulty

Dyslexia refers to the disability of reading. Brian experienced it during reading out loud of English session. He did not really concentrate when his friends read their parts. He also did not follow the line of the play and not even know when he should read his line.

I turn the pages when everyone else does. Suddenly, Isabel is hissing, "It's your turn," and pointing to the top of page six. (p. 22)

He just thought that the bell would ring before they got to his part. Brian narrated that he is a slow reader and still need help from his friend and his teacher. He even said that he is stupid.

I'm hopeless. I'm in the lowest reading group.... (p. 21)
Everyone else has read fast and smart. But not me. I'm slow and stupid. Mr. Bigham and Isabel have to tell me half the words. (p. 22)

His difficulty in reading is also proved when he got a social studies test. He saw the letters like a foreign language.

I get so nervous about not understanding the questions that the letters on the page look like a foreign language. I can't read the simplest word. (p. 76)

2. Spelling Difficulty

Some dyslexic children show different symptoms from one to another depending on the problem area. However, the most common symptoms of dyslexia are spelling errors. Most of the dyslexic has spelling errors in their written language. In the novel, there are three journals of Brian and each of it has spelling errors. (Appendix 2)

However, the very first beginning of his spelling errors, it is when he asked to write his name on the board. He wrote his name “B-r-a-i-n” instead of “B-r-i-a-n.”

I wrote “Brain” instead of “Brian” ... How can I do well in school if I can’t even spell my own name right? (p. 18)

3. Difficulty in Direction

In one of Brian’s journal, he stated that he has awful direction. Sometimes he forgot about left and right.

I have an awful sense of direction and don’t know left from right sometimes. (p. 39)

4. Difficulty in listening and write simultaneously

Sometimes, the dyslexic has a weakness with memory and it can affect the learning process in note-taking.

Right away there’s a big problem—neither of us can read what I wrote.

“I can’t listen and write at the same time,” I tell her. (p. 40)

5. Difficulty in Memorization

Brian has difficulty in answering the memorization questions that usually appear in the social studies lesson.

That I made all my mistakes on short answers like, “What year did the Revolutionary War end?” that I couldn’t have remembered the answers to some memorization questions even if I’d stayed at my desk all day and night. (p. 117)

Brian also has difficulty in remembering the multiplication tables.

... and in math, I can't remember the multiplication tables, even easy ones like the five-times tables. (p. 21)

6. Inherited Dyslexia

Brian has dyslexia due to inherit. The first time he realized that is when his Grandpa Al sent his family a letter. His Grandpa wrote “Deer Family” instead of “Dear Family”. Then his mother told that his father also spelled just like his Grandfather.

“And they both make the same kinds of mistakes you made, Brian. I remember the first Valentine’s Day card your father sent me, above the printed verse he wrote, ‘Deer Ellen.’ D-e-e-r. The same mistake!” (p. 73)

Later, Brian found that his tutor (Mrs. Samuels) was his father’s teacher and taught him how to read too. Mrs. Samuels told that his father had a hard time learning to read just like Brian. But at that time, it didn’t have a name for it.

7. Good Comprehension skills and Arts

Some people may know that dyslexia has a relation with the difficulty, disability, discrepancy, and deficit. All of those are referring to the weakness. Although dyslexia has minimal brain dysfunction it doesn’t mean that the dyslexic just has weakness in their brain. In fact, they also have some strength in other areas. Some dyslexics are good in arts, and critical thinking. It

is because they tend to use the right brain than the left brain. For normal people, the processing language is in the left brain. So that's why dyslexic people have difficulty with language but have strength in the right brain functions such as arts, creativity, critical thinking, etc.

In this way, the researcher includes those kinds of strength in the symptoms of dyslexia experienced by Brian. In the novel, it is found that Brian has good comprehension and good in arts. Brian likes Canada Geese. He likes to watch the Canada Geese and observe it about their life.

All summer I've been thinking about those geese. Geese must be pretty smart to know enough to go north when it's hot in the south and south when it's cold in the north. I decided that they must be communicating to one another with all that honking. (p. 12)

"I see from testing Brian that he can understand really difficult ideas. And he thinks in interesting and creative ways." (p. 33)

It is proved that Brian has a good comprehension of Canada Geese just by observing them. Brian also has a good in arts just like his father.

"Brian's good with his hands. He can design and build brilliantly, just like his father and grandfather." (p. 35)

I've turned Tyson's mangled duck into a race car, his sheep into a pickup truck, his horse into a backhoe, the cow into a van, the cat and rooster into a dump truck, the shoe box into a garage. (p. 98)

B. The Spelling Errors Experienced by Brian in Novel “My Name is Brain Brian”

In the novel, there are three journals of Brian that he wrote when the journal writing period for ten minutes a day. Although Brian has difficulty with writing, it did not make him stop writing. He does like writing a journal because he can write whatever he wants. Unfortunately, spelling errors exist in his journal (Appendix 2). After the classification (Appendix 1), the researcher found that there are three kinds of spelling errors based on the Snowling, Goulandris, and Defty (1996) theories:

1. Phonetic Errors

These errors were caused by the inappropriate application of letter-sound correspondence rules but portray the sound structure of the target word properly. The researcher takes some examples from Brian's journals. In this case, the researcher gives the underline in the spelling errors for phonetic errors.

- a. I just no they are. (No – know) (p. 38)

- b. Everyone in awer class was surprized that Dan is smart.
(Awer – our) (p. 95)
- c. We'll explane to are customors how to set them up. (Are –
our) (p. 122)
- d. Mrs. Samuels is going to come to my house ones a weak.
(Ones – once) (p. 122)

In sentence (a) Brian intended to write the word 'know' but he just couldn't interpret the correct letter-sounds of it and just comes with the phoneme /no/ as the pronunciation of /know/. In sentence (b) and (c) the target words are the same, it is the word 'our'. Unfortunately, Brian shows the inconsistent to interpret it. The other spelling error is in the sentence (d) in words 'ones'. The correct words are having a similar construction that the ends of the words are using grapheme *ce* corresponds to phoneme /s/. But Brian couldn't interpret the correct letter-sounds of it and write as it is pronounced.

2. Semiphonetic Errors

These errors contain a single phonemic error and could be created by omission of a single phoneme, addition of a single phoneme and substitution of one phoneme with a similar one. The classification is presented in appendix 3. There are some examples from Brian's journals and marked with an *italic* letter.

- a. I can *tipe* with out *loking* at the keys. (tipe – type) and (loking – looking) (p. 95)
- b. We're going to study different birds and learne aboute the kinds of *shilters* they like. (shilters – shelters) (p. 121)

In sentence (a) are found 2 errors. The word 'tipe' should be written with *y* instead of *i* and it includes in substitution because those vowels seemed similar which corresponds to the diphthong /aI/.⁶¹ The other error is also seen in a sentence (b) in word 'shilters.' The correct one must use *e* for the word 'shelters'. It is quite confused for Brian because *I* and *e* are quite similar because both of them are the unrounded front vowel.⁶²

3. Dysphonetic Errors

It contains all other errors that did not represent the sound structure of the word correctly. We can say that this is the most crucial errors compare to others because the errors contain more than one phoneme. Fortunately, these errors found less than the others. We can find this error in the sentence:

Grandpa says we'll **pobly** learn a lot about birds....
(pobly – probably) (p. 122)

It is obvious that the written word didn't represent the word correctly. The word 'pobly' is missing one syllable in the

⁶¹ Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p. 87

⁶² Ramelan, *English Phonetics*..., p. 56

middle and consonants *r* and *b* in the first syllable. The correct word ‘probably’ is confusing for Brian. It contains three syllables /prob-a-bly/. The consonant *b* and *p* are somehow similar in the sound and the letters and there are three letters of it. Because he lacks awareness, it makes him omits the first letter *b* and just write the consonant *p* and the last consonant *b*. Two consonants of *p* and *r*, they have individual sounds that can be heard as they blend together. Brian may know that it is ‘probably’ but he cannot interpret the whole letters that represent the sound structure of the word correctly.

C. Teaching Approaches for Dyslexia in Novel “My Name is Brain Brian”

This part explains the teaching approaches for dyslexia in the novel “My Name is Brain Brian”. After the process of the classification (Appendix 1), the researcher found some teaching approaches based on Reid’s theory used by the teachers to overcome Brian as a dyslexic student.

a) Multisensory

In the novel, it was found that the teaching approaches used multisensory. Such as the use of a tape recorder to record the teacher’s lecture because Brian cannot listen and write simultaneously. It implies the auditory modality. The other is the use of a laptop. It utilizes visual and kinaesthetic as he learns to type without looking at the keyboard.

b) Over-learning

Over-learning is crucial for dyslexic children as they should have more time in doing a task or exercise. In the novel, Brian embraces over-learning as follows; 1) regular classroom. He learns in the regular classroom along with their friend but in the more flexible condition such as the teacher gives him the additional time for him to do the task and the permission to use a tape recorder to help him in note-taking. 2) Resource room. He should go to the resource room almost every day. It is smaller than the regular classroom and there are just three students include Brian. Ms. Crandal is the teacher who is responsible for the class. She would help the children by asking them one by one about their difficulty. 3) Tutoring session. It starts after school finished and takes place in the school. Mrs. Samuels is a volunteer tutor that will help Brian. She teaches him the basic literacy that important for reading and writing. 4) Parents engagement. At night, Brian will be helped by his father or his mother to do his homework.

c) Structure

The teaching for dyslexic children should be structured to meet the need of the students. It is usually phonically based as it is important for literacy. Based on IDA (International Dyslexia Association), the structured literacy approach is marked by some

elements; Phonology, Sound-symbol Association, Syllable Instruction, Morphology, Syntax, and Semantics.⁶³

In the novel, it was found three of them; Phonology, Sound-Symbol Association, and Syllable Instruction. Phonology is the study of the sound structure of spoken words and is crucial for Structured Language instruction. Phonemic awareness is the ability to break down words into their component sounds. As well as found in the novel, Brian was taught to breakdown the letters and their sounds by using flashcards.

She has me read letters off flashcards and tell her their sound. (p. 49)

Sound-Symbol Association is often referred to as phonics. It is how to map phonemes to printed letters and must be taught in two ways, they are reading (visual to auditory) and spelling (auditory to visual). Moreover, Brian experienced it through the use of a tape recorder because he heard the component of sounds and tried to print it into letters. As well as when Mrs. Samuels wrote the words in laptop and had Brian to read them off.

That way she and I can listen to the lecture later, and she'll help me write out my notes. (p. 41)

Syllable Instruction is important for dyslexia so that they can determine the sound of the vowel in the syllable. As being known

⁶³ International Dyslexia Association, *Dyslexia In the Classroom; What Every Teacher Needs...*, p. 11

that a syllable consists of a unit of one vowel sound and it could be an oral or written language.

It's hard to concentrate on the rules for spelling and breaking words into syllables... (p. 70)

She types in some words by syllables and tells which rule each syllable follows. Next, I learn how to bring the syllables together on the computer screen and read them out loud again. (p. 89)

d) Sequential

It is necessary for dyslexic children to master sub-skill before moving to more advanced materials. The sequence also must begin from the easiest level and basic concept to the more difficult one. Mrs. Samuels as Brian's tutor did the sequential approach as she taught from the alphabetic and their sounds, how to differ vocals and consonants and syllabication.

"This work is elementary, I admit," she says. "But it's going to lead you right into more advanced work." (p. 49)

In supporting the data, the researcher observed the center of teaching-learning activities (PKBM Talenta) in Pamularsih, Semarang. There was a class session in the morning and the therapy session in the afternoon. The class session didn't have some dyslexic children but autism so that, the researcher decided to observe the therapy session with a dyslexic child in the first grade.

Therapy session started at 2 p.m. and finished at 3 p.m. It held one-on-one, it means that one therapist for one child. Every meeting had some activities (see appendix 4) that would be repeated regularly until the child could master it.

The researcher found the teaching process used the multisensory approach but it was more complex than in the novel. The similarity in the teaching of the alphabet and its sounds and syllabic rules was found in the activities such as tracing (see appendix 5) and copying letter (see appendix 6). It emphasized the structured approach in phonics. The sequential approach also existed since the learning activities were given from the basic one and the easiest one. It was started from the letters of the alphabet and a syllable consisted of two letters. The materials were considered by the level of the child and his severity of difficulties.

The drill of short term memory was also available since dyslexia has difficulty in short term memory like the way he suddenly forgot one of the alphabets and sometimes wrote *d* for *b* and vice versa. He also has the odd way of using a pencil to write (see appendix 7), but Brian did different way such as pressed too hard when wrote.

Based on the observation, the researcher found that the learning activities were more complex than in the novel due to the limited data in the novel. The teaching approaches were found such as multisensory, structured and sequential. However, the novel showed some symptoms than observation. Further, the

therapy session did not provide the written language of the child in sentences so, the researcher could not analyze the spelling errors.

D. Discussions

Based on the findings (appendix 1), the symptoms of dyslexia, the spelling errors, and the teaching methods were presented in the novel.

Table 1

Findings in novel *My Name is Brain Brian*

No.	Findings	Total	Percentage
1.	Symptoms of dyslexia	24	23,5%
2.	Spelling errors of a dyslexia	67	65,7%
3.	Teaching approaches for dyslexia	11	10,8%
Total		102	100 %

The symptoms of dyslexia experienced by Brian surprisingly covered the entire general symptoms of dyslexia. It includes reading, writing, spelling, and memorization. Due to the different brain working that Brian tends to use the right brain make him show a great performance in visual like arts. He was also good in comprehension skills. According to Reid, children with dyslexia usually have good comprehension skill that poor reading contrasted with good comprehension can be an indicator of

dyslexia.⁶⁴ However, the identification of the students' weakness and strength are useful for developing the method and strategies for the intervention.

Table 2

Spelling errors in novel *My Name is Brain Brian*

No.	Spelling errors	Total	Percentage
1.	Phonetic errors	34	50,7%
2.	Semiphonetic errors	28	41,8%
3.	Dysphonetic errors	5	7,5%
Total		67	100%

The spelling errors are the most found in the novel. It is in the three journals of Brian. The most errors experienced by Brian are phonetic errors. However, dysphonetic errors are the least among those errors.

Table 3

Semiphonetic errors in novel *My Name is Brain Brian*

No.	Semiphonetic errors	Total	Percentage
1.	Omission	9	32,1%
2.	Addition	1	3,6%
3.	Substitution	18	64,3%
Total		47	100%

⁶⁴ Gavin Reid, *Dyslexia*, (London: Continuum International Publishing Group, 3rd ed., 2011), p.6

Some common errors occurred in doublet and digraph. It could be vowel or consonant as well as omission, addition, and substitution. A doublet is a group of two identical letters that symbolize a single phoneme such as *ee* and *oo*, while a digraph is a group of two different letters that represent one phoneme such as *ei*.⁶⁵ Some examples of vowel doublet were /to for too/, /loking for looking/ while vowel digraph errors were /frend for friend/, /becuse for because/ and /soth for south/. The errors of consonant doublet occurred in the words like /geting for getting/, /spel for spell/, /travull for travel/ and consonant digraph in the word like /wat for what/. Further, the substitution of vowel digraph exists in the words /geas for geese/ and /weak for week/. The errors could be explained by the similarity of those phonemes which represent /i:/.⁶⁶

The other common errors occurred in the spelling of the silent *e* at the end of words. The errors could be an omission of the silent *e* such as /troubl for trouble/, /geas for gease/, sens for sense/ and /becaus for because/. The addition of silent letter *e* also exists such as /learne for learn/, /aboute for about/, and /explane for explain/.

⁶⁵ Salim Abu-Rabia and Rana Sammour, *Spelling Errors' Analysis of Regular...*, p. 64

⁶⁶ Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p. 62

Furthermore, many errors also exist in the words that contain three syllables and it has more than one phoneme errors and the spelling did not represent the sound structure of the word correctly. Examples are in the words /dretion or direton for direction/ and /pobly for probably/. The word /pobly for probably/ is quite interesting because the phoneme /b/ and /p/ have a similar sound because both of them are bilabial stop consonants. The difference is /b/ being voiced and /p/ being voiceless.⁶⁷

From Brian's journal, we know that he has an improvement compared to the length of each journal and its errors. In the first journal, the words are mostly simple that contain one until two syllables. However, the words contain three syllables also exist but misspelled such as /dretion and direton for direction/. It represents the inconsistency of the errors. The inconsistency also found in the second journal in word /frend and freand for friend/. Besides, the repetition occurred in some errors words such as /no for know/ repeated three times, /there for they're/ repeated for three times, /to for too/ repeated two times, etc.

The second and third journal is longer than the first. But it does not affect the errors and just give small differences. The obvious thing is Brian started to expose some new words and three syllables words in the last journal, although the errors occurred. However, it can say that the written language of Brian was getting

⁶⁷ Ramelan, *English Phonetics...*, p. 112

better, but he showed repetition and inconsistency of the errors instead of the correct words.

The teaching approach showed the individualized programs that are important for dyslexic children. It covered a multisensory approach, over-learning approach, structured and sequential approach. According to Meehan, it is one of suggestion to teach in a multisensory way and is commonly recommended by study skills assessors.⁶⁸ It emphasized the teaching method from the easiest to the most difficult. Phonological awareness is also crucial as the basic foundation of literacy. It is not just enough by required it naturally. Thus, it should be learned by reading and writing. However, it's also necessary to incorporate some approaches and not just tend to use one approach for all the children with dyslexia. As we know that they are having different learning style, so the combination of some approaches may give a deep comprehension for the students.

The role of parents and teachers are also crucial for dyslexic children. In this case, Brian's father helped Brian with his work especially in spelling words that every night his father would check on his work and to test him. Mr. Bigham as Brian's new teacher was the first teacher who recognized the learning disability of Brian. He decided to give a test on Brian. Then he asked Brian's

⁶⁸ Margaret Meehan, *Dyslexia and Specific Learning Difficulties*, (Swansea University: Disability Office, Keir Herdie Building, 2007), p. 8

parents to come to school and explained Brian's condition. After that, Brian took a special test with Dr. Ruth Jenner who knew all about dyslexia. By that condition, Brian was learning in the resource room and helped by Ms. Crandal. After school finished, Brian had a tutor lesson with Mrs. Samuels. She is a volunteer who helped Brian how to read and write. It showed that over-learning is required.

Mr. Bigham is one of the examples of how a psycholinguistic applied in the language learning process. He has a common sense of his students' condition and helps them to solve the problems. The other is Mrs. Samuels like what she said that she would find the different teaching method on the students with a disability until it hits them.

It should be noted that dyslexics have different symptoms from one to others. The spelling errors may also have a different result from one to others due to the severity of the disability.

E. The Pedagogical Contribution of the Research to Teaching Learning Process

The present research has some pedagogical contributions to the teaching-learning process in following; first, a psycholinguistic analysis could be a good idea to know deeply about how the processing of language. The language itself has a bond with the learning process as a tool for communication. The research provides knowledge about dyslexia and is expected to be

a good topic for teachers, parents, and students. By reading this research, it could be a good beginning to aware of dyslexia.

Second, the values of the teacher are also worth to note. In this case, we can learn from Brian's teacher in educating their students. By the common sense of the teachers, they found the student that has a language problem and try to find the problem solving and motivating them to find confidence with his ability and disability.

Third, the school system could be a good example of an inclusive school. As we know that inclusive school is a school that accepts the student with disabilities. In this research, it is emphasizing dyslexia that seems like a hidden disability and uncorrelated with intelligence. So, the dyslexics are able to follow the learning process but with some treatments and accommodation such as a resource room, tutoring session, and flexible learning process.

Fourth, this research provides the spelling errors that could be a lesson for the English Education Department. It relates to Phonology subject and facilitates them how to learn to spell by the spelling errors. The novel or Brian's journal could be an authentic material so that the learning process could be more meaningful. Besides, by learning about spelling, the students also get knowledge about dyslexia. Further, the students also feel the enjoyment in the learning process.

Fifth, the teacher and the parents can see the teaching approaches for dyslexia in this study as a consideration to be applied in the teaching-learning process for dyslexia.

The last, from the findings, the researcher can generate learning activities to teach dyslexia (see appendix 8). It is based on the learning activities that have been found in the novel which required the learning of the words, so it is available for intermediate level (4th-6th grades). The researcher also took a consultation about how to make learning activities with Ms. Sandra as the head of PKBM Talenta and found that:

1. We should know the children weakness such as cannot distinguish between *p* and *d* and *b*.
2. The learning process should be consistent and gradually such as giving two letters for the beginning.
3. The learning process is adjusted with the level of student's difficulties includes the material.
4. In the basic level, it's started by spelling letter by letter and syllable (not the word), which is reading (receptive) first and then writing (expressive).

However, it is different from the learning activities in the novel which started by writing the alphabet and reading the word in flash cards. Then we realized that Brian is a 6th-grade student and that's why the teaching method is intermediate instead of the basic one.

The most important thing in making learning activities should be suitable for the student's areas to be improved. Moreover, the learning activities are expected to be a guideline to teach dyslexics by teachers and parents.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestions needed for this research are explained in this research.

A. Conclusion

Based on the result of findings and discussions, it can be concluded in three main topics they are the symptoms of dyslexia, spelling errors of dyslexia, teaching method and the reason used by the teachers in the novel “My Name is Brain Brian”.

There are some symptoms of dyslexia found in the novel such as a) Reading difficulty, the difficulties cover slow reading and somehow need the others to help in reading. Brian also saw the letters look like a foreign language. b) Spelling difficulty, it relates to phonological awareness. c) Difficulty in listening and writing simultaneously. d) Difficulty in direction, it shows the awful direction that cannot differ between left and right. e) Difficulty in memorization such as in memorization questions and remembering the multiplication tables. f) Inherited dyslexia, it is inherited from the parents or one of the family. g) Good comprehension skills and arts.

The spelling errors were found in three categories based on Snowling, Goulandris, and Defty (1996) theories, they are phonetic errors (no for know), semiphonetic errors (tipe for

type), and dysphonetic errors (pobly for probably). The most error is phonetic errors, it could be explained that Brian is a native, so he has good lexical knowledge but could not interpret the letter-sound correspondence appropriately. There are some common errors occurred in doublet and digraph. It could be in vowel doublet (loking for looking), consonant doublet (geting for getting), vowel digraph (frend for friend) and consonant digraph (wat for what).

The other common errors also happened in silent letter *e* in omission and addition such as /troubl for trouble/, laerne for learn/ and /sens dor sense/. The multi-syllables word errors also worth to note such as /dretion and direton for direction/ and the confusion phoneme between *p* and *b* in word /pobly for probably/. However, Brian showed the repetition and inconsistency in spelling errors.

The teaching approach covered in some following individualizes programs; a) Multisensory that is utilizes visual, auditory, tactile and kinaesthetic modality. But, it didn't find the use of tactile modality in the novel. b) Over-learning such as following the learning activities in the regular classroom, resource room, tutoring session, and parent engagement. c) Structured in phonically based is marked by phonology, sound-symbol association and syllable instruction. d) Sequential, that is the teaching-learning should be from the easiest level to the most difficult level.

B. Suggestions

Based on the results and analysis of the present research, some suggestions seem appropriate for further research.

Firstly, this research is intended to give knowledge about specific learning disabilities especially dyslexia to all of the teachers, parents, and students. Hopefully, they will be aware of dyslexia generally such as the definition, the symptoms and the teaching methods.

Secondly, teachers may adopt the analysis that has been done in this research and applies it in the learning process. It includes the identification of dyslexic students by the symptoms and spelling errors then applies the teaching method for dyslexia by the available learning activities. The lecturer may also adopt the analysis of spelling errors in the Phonology subject related to phonological awareness. So that students will learn to be aware of this phenomenon.

Lastly, this research analyzed the native speaker of English in the novel which showed the difficulty in English phonology. In case, the researcher suggests to the next researcher for the deep analysis in the dyslexic EFL students or one case study of dyslexia.

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Appendix 1

Checklist of Data

No.	Page	S	Spelling Errors			TA	Expression
			PE	SE	DE		
1	1	v					I hate school.
2	9	v					School. I hate it.
3	18	v					I wrote “Brain” instead of “Brian”
4	18	v					How can I do well in school if I can’t even spell my own name right?
5	18	v					Why did I press down so hard when I wrote?
6	18	v					I realize that the rock-monsters were shaped like the letters of the alphabet.
7	18	v					I think about how much I hate letters of the alphabet...
8	21	v					I’m hopeless. I’m in the lowest reading group, and in math I can’t remember the multiplication tables, even easy ones like the five-times tables.
9	22	v					I turn the pages when everyone else does.
10	22	v					Everyone else has read fast and smart. But not me. I’m slow and stupid.

							Mr. Bigham and Isabel have to tell me half the words.
11	31	v					He points to where I printed “i-n-c-e-r-d-i-b-l-e,” and says, “It’s ‘c-r-e-d,’ not ‘c-e-r-d.’ You misspelled it. Twenty-five times....”
12	32	v					“...No matter how many times he wrote those words, he couldn’t get them right.”
13	33	v					... It’s hard for people with dyslexia to learn to read and remember some kinds of things. “Like the capitals of the states,” I say. “And the multiplication tables, even the five timeses.”
14	33	v					“I see from testing Brian that he can understand really difficult ideas. And he thinks in interesting and creative ways.”
15	35	v					“Brian’s good with his hands. He can design and build brilliantly, just like his father and grandfather.”
16	36	v					He said I’m smart, that I’m a good thinker. I remember times in school when I knew the

							answer before the other kids, but just didn't say it out loud.
17	36	v					I remember the time during fifth-grade science class when we studied how an internal combustion engine works. I knew how it worked as soon as I looked at the thing. I just couldn't have explained to everyone...
18	38		v				Geas (geese)
19	38			v			Donet (do not)
20	38		v				No (know)
21	38		v				There (they're)
22	38		v				No (know)
23	38		v				Here (hear)
24	38		v				Rite (write)
25	38		v				There (they're)
26	39			v			Soth (south)
27	39			v			Wintr (winter)
28	39				v		Go (good)
29	39		v				Sens (sense)
30	39				v		Dretion (direction)
31	39		v				Offul (awful)
32	39		v				Sens (sense)
33	39				v		Direton (direction)
34	39		v				No (know)
35	39			v			Git (got)
36	39		v				Travull (travel)
37	39			v			Wat (what)
38	39			v			Git (got)
39	39	v					I have an awful sense of direction and don't know

							left from right sometimes.
40	40					v	The resource room is smaller than a regular classroom, which is okay because there are only a few kids in there at a time.
41	40	v					"I can't listen and write at the same time," I tell her.
42	40					v	"This should help you with note taking," she says. She pulls out a tape recorder and hands it to me.
43	41					v	She explains that from now on I'll sit in the first row in social studies class and record the part of class when everyone else is taking notes. That way she and I can listen to the lecture later, and she'll help me write out my notes.
44	49					v	Then she hands me a pad and pencil and says, "Let's start at the beginning. I'd like you to write the alphabet for me, Brian."
45	49					v	Next she has me read letters off flash cards and tell her their sounds. It's when she's explaining

							the difference between consonants and vowels that I mumble...
46	49					v	“This work is elementary, I admit,” she says. “But it’s going to lead you right into more advanced work.”
47	49					v	At the end of my lesson, while I’m watching her set up a notebook for my “phonics” homework, ...
48	70					v	It’s hard to concentrate on the rules for spelling and breaking word into syllables when all your best friends are turning on you.
49	76	v					I get so nervous about not understanding the questions that the letters on the page look like a foreign language. I can’t read the simplest word.
50	89					v	...she types in some words broken into syllables. I read the words by syllables and tell which rule each syllable follows.
51	89					v	I learn how to bring the syllables together on the computer screen and read them out loud again. Then she tests me on the spelling words

							she gave me for homework, and I try out some new words.
52	90					v	“No. I was his regular teacher. The way we taught reading in those days, sooner or later everybody seemed to catch on. Maybe not in first grade. But if a child like your father couldn’t read when they came through the door of my second-grade classroom, I knew I had my work cut out for me. I’d try different teaching methods until I hit on something that worked with him. ...”
53	95			v			Tipe (type)
54	95			v			Tipe (type)
55	95			v			Loking (looking)
56	95		v				Spel (spell)
57	95			v			Beater (better)
58	95			v			To (too)
59	95			v			Beater (better)
60	95			v			Cheak (check)
61	95		v				Speling (spelling)
62	95		v				Richey (Richie)
63	95		v				To (too)
64	95			v			Becuse (because)
65	95		v				There (they’re)
66	95		v				Geting (getting)
67	95		v				Jocker (joker)
68	95		v				Jocks (jokes)

69	95		v				Frend (friend)
70	95			v			Troubl (trouble)
71	95			v			Mouther (mother)
72	95		v				Awere (our)
73	95			v			Tuter (tutor)
74	95		v				Richey (Richie)
75	95			v			Freand (friend)
76	95			v			Tipe (type)
77	95		v				Wright (write)
78	96	v					He hands me a tub of play-doh and... I make him a yellow cow, a yellow horse, and a yellow duck—all about three inches high.
79	98	v					I've turned Tyson's mangled duck into a race car, his sheep into a pickup truck, his horse into a backhoe, the cow into a van, the cat and rooster into a dump truck, the shoe box into a garage.
80	103	v					I also find out that I was right about their honking sound being a way of communicating. The male makes a two-syllable A-HONK sound. The female answers with a higher pitched, single-syllable HINK call.

81	117	v					I don't bother telling him that I studied more than I've ever studied for anything in my life.... That I made all my mistakes on short answers like, "What year did the Revolutionary War end?" that I couldn't have remembered the answers to some memorization questions even if I'd stayed at my desk all day and night.
82	121		v				Learne (learn)
83	121		v				Aboute (about)
84	121			v			Shilters (shelters)
85	122		v				Crafes (crafts)
86	122			v			Fars (fair)
87	122			v			Diffrent (different)
88	122			v			Explane (explain)
89	122		v				Are (our)
90	122			v			Customors (customers)
91	122				v		Us (use)
92	122				v		Pobly (probably)
93	122		v				Are (our)
94	122		v				Becaus (because)
95	122			v			Tutered (tutored)
96	122		v				Ones (once)
97	122		v				Weak (week)
98	122			v			Shore (show)
99	122		v				Are (our)
100	122			v			Tutering (tutoring)
101	122			v			Sens (since)
102	122			v			Samuals (Samuels)

Appendix 2

Brian's Journals in "My Name is Brain Brian" by Jeanne Betancourt

P. 38-39

Canada geas are smart. I *donet* no how there smart. I just no they are. They have a way to live that is smart for them. I like them. I here some honking over the school as I rite this. *There* going *soth* for the *wintr*. They have a **go** sens of **dretion**. I have an offul sens of **direton** and dont no left from right sometimes. When I *git* older I want to travull, but *wat* if I *git* lost all the time?

P. 95

Im learning how to *tipe*. It is fun. I can *tipe* with out *loking* at the keys. I spel *beater* to. When I get up to a *beater* spelling level I can use spell *cheak* and correct all my speling on the computer. John and richey dont like me to much *becuse* I don't horse around in school so much. There geting all the jocker points this week for jocks that arent so funny. Dan is still my frend. After we got

in big *troubl* for missing school his *mouther* and father came to school. Now dan is doing all his work in school. Everyone in awer class was surprized that dan is smart. I think he's even smarter than Isabel. Dan would never need a *tuter*. He was not doing well in school because he thought richey and john and me would not be his *freand* if he was good in school. Now he knows I like him smart. So do a lot of kids. I wish I were writing this on the computer. I like to *tipe*. I hate to wright.

P. 121-122

My plan for this summer is to make and sale bird houses with my grandfather. I hope we'll sale lots of them. We're going to study different birds and learne about the kinds of *shilters* they like. On weekends we're going to the crafes *fars* in the *diffrent* towns around here to sale them. We'll *explane* to are *customors* how to set them up so the birds they want to attract will **us** them. Grandpa says we'll **pobly** learn a lot about birds from are customers becaus lots of people love birds. Another thing Im going to do this summer is be *tutered*. Mrs. Samuels is going to come to my house ones a weak to work with me. She's going to me to bring her computer. I'm going to be *shore* grandpa Al is at are house sometimes when I have my vacation *tutering*. Mrs. Samuels is a

widow. She isn't a rich widow, but shes a really nice one. I bet granpa al will like her. *Sens* Mrs. *Samuals* likes me shes bound to like him.

Appendix 3


Classification of Semiphonetic Errors

No.	Page	Spelling errors	Semiphonectic Errors		
			Omission	Addition	Substitution
1	38	Donet (do not)			v
2	39	Soth (south)	v		
3		Wintr (winter)	v		
4		Git (got)			v
5		Wat (what)	v		
6		Git (got)			v
7	95	Tipe (type)			v
8		Tipe (type)			v
9		Loking (looking)	v		
10		Beater (better)			v
11		Beater (better)			v
12		Cheak (check)			v
13		Becuse (because)	v		
14		Troubl (trouble)	v		
15		Mouther (mother)		v	
16		Freand (friend)			v

17		Tuter (tutor)			v
18		Tipe (type)			v
19	121	Shilters (shelters)			v
20		Fars (fair)	v		
21		Diffrent (different)	v		
22		Explane (explain)	v		
23		Customors (customers)			v
24		Tutered (tutored)			v
25		Shore (show)			v
26		Tutering (tutoring)			v
27		Mrs. Samuals (Samuels)			v
28		Sens (since)			v

Appendix 4

Activities in PKBM Talenta



YAYASAN TALENTA
PKBM TALENTA
JL. MINTOJIWO DALAM III NO. 14

Nama : Azka
 Hari/Tanggal : _____
 Terapis : _____

No	Kegiatan	Evaluasi
1	Patterning pola silang	
2	Jalan gerobak	
3	Menggunting dan menempel	
4	What is Missing	5 benda :
	Mengenal hobi 1. Tracing 2. Menulis nama benda	
6	Membaca huruf vokal dan konsonan	a= b= h= i= c= j; u= d= k; e= f= l; o= g= m:
7	Membaca suku kata	Ba= Bi= Bu= Be= Bo=
8	Mengcopi huruf u	
9	Scanning warna	4 warna :
10	Menjawab pertanyaan sosial	1. Siapa namamu (2): 2. Berapa umurmu (2) : 3. Apakabar mu ?: 4. Dimana rumahmu? 5. Kamu suka bermain dengan siapa ?

		6. Siapa nama papamu ? 7. Siapa nama ibumu? 8. Siapa nama temanmu? 9. Berapa nomer telepon rumah mu ?
11	Pemahaman kata kerja SPO/K	1. Dia sedang tidur : 2. Dia sedang mandi : 3. Ibu sedang memasak : 4. Adik minum susu : 5. Dia sedang melompat:
12	Melabel benda melalui fungsinya	1. Menulis menggunakan : 2. Minum menggunakan : 3. Makan menggunakan : 4. Menggunting menggunakan : 5. Membaca menggunakan : 6. Tidur diatas :
13	Brain Gym	1. Gerakan silang 2. Saklar otak : 3. Hooks up :
14	Melabel rasa	1. Gula rasanya : 2. Garam rasanya : 3. Cuka rasanya :
15	Playdough (anak membentuk dan meletakkan sendiri)	1. Huruf d : 2. Angka 4 :
	Mazes (bj)	
	Mengenal hobi a. Tracing b. Menyusun kata	

Appendix 5

Tracing

Mengenal Hobi

2. Kenali hobimu dengan menghubungkan garis putus-putus pada kata di bawah ya.

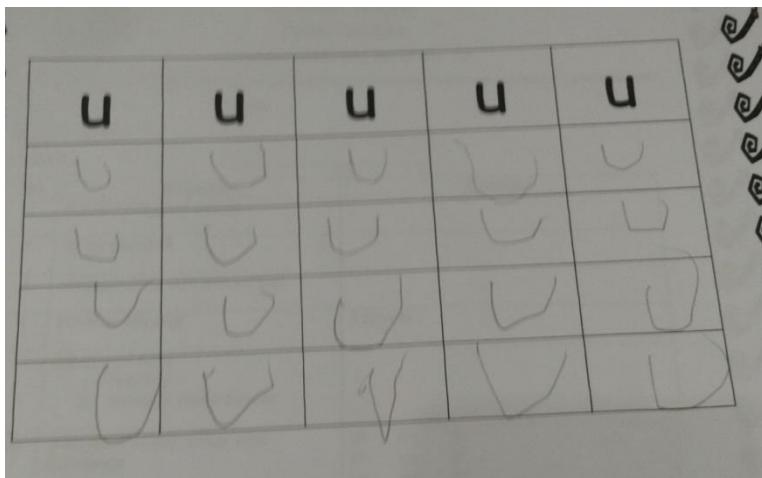
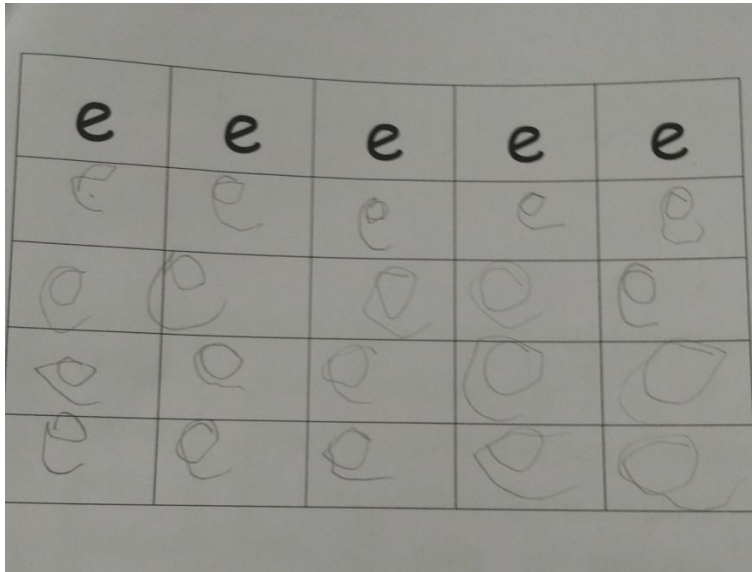
 BERSEPEDA	 BERENANG
 SEPAK BOLA	 BADMINTON

3. Sekarang, susun huruf yang diacak berikut sehingga menjadi kata yang benar ya!

 KETBAS <u>BASKET</u>	 CINGPAN <u>PANCING</u>
 YANYIME <u>menyanyi</u>	 PONGPING <u>pingpong</u>

Appendix 6

Copying Letter (*u* and *e*)



Appendix 7

The Way of Holding a Pencil of Dyslexic



Appendix 8

Learning Activities

(Based on the Learning Activities in the Novel *My Name is Brain Brian*)

Name :

Date :

Level : Intermediate (4th -6th grade)

A. Activities

No.	Activities	Evaluation
1.	Write alphabets and say the sounds Alternative : the child can sing a song of alphabets by touching the letters as a warming up	
2.	Read consonants and vowels (The child is given 2 letters for each progress and will be repeated if the child has no progress)	a= b= i= d= u= p= e= q= o= æ= ə= n= u= m= w=

	<p>3. Read a letters of flash cards and their sounds (Worksheet 1)</p> <p>Alternative: Tracing-copying-memorizing (Worksheet 2)</p> <ul style="list-style-type: none"> - The child says the word, then traces it and says the letters one by one. - After that, the child copies the word in copying column. - The child writes the word again without looking the previous column. 	<p>Blood= Blend= Head= Down= Duck= Bread=</p> <p>Blood= Blend= Head= Down= Duck= Bread=</p>
	<p>4. Listen to the tape recorder and write what has been heard</p>	
	<p>5. Syllabic rules of two syllables Pattern VC/CV (Worksheet 3)</p> <p>The child is presented some flash cards and asked to cut off each syllables consists in word.</p>	<p>Basket= Rubber= Discuss= Ladder=</p>

		Middle= Cabbage=
--	--	-----------------------------------

B. Worksheets

Worksheet 1 (Flash cards)

Blood

Head

Blend

Down

Bread

Duck

Worksheet 2 (Tracing-Copying-Memorizing)

Write the words, as you say it, and then memorize it.

Trace	Copy	Memory
Blood		

Blend		
Bread		
Head		
Down		
Duck		

Worksheet 3 (Flash cards)

Identify the consonants and the vowels. After that,
cut it for each syllables based on pattern VC/CV.

Basket

Discuss

Rubber

Ladder

Cabbage

Middle

Appendix 9

Field Note

1st Day

Date : 8th January, 2019

Time : 2 p.m. – 3 p.m.

Place : PKBM Talenta, Semarang

Subject: Azka (A dyslexic child)

The observer went to PKBM Talenta, Semarang on Tuesday at 8 a.m. to meet Ms. Sandra as the head of PKBM Talenta to give the letter of research allowance. Ms. Sandra informed that in the class, there were no dyslexic children but in the afternoon therapy session there was a dyslexic child. So, the observer decided to come again in the afternoon for therapy session.

The observer arrived in PKBM Talenta at 2 p.m. There were some parents outside the school to pick up their child. The students who have been finished the therapy session prepared to go home. Some other children started to come for the next therapy

session. One of them is Azka, a 1st grade student who have dyslexia.

Ms. Emila was a therapist who was responsible to Azka. Physically, Azka looks like a normal child that has no physical deficit. Before started the activities, the observer asked permission to the therapist to take pictures and to record videos and she gave her permission. The therapy session is guided by the activities guideline (see appendix 4). The first activities was cutting and sticking. The child was given a picture of duck which had irregular lines and cut it throughout the line into pieces. Then, he was asked to stick them in a piece of paper to make the whole picture of duck. The child didn't show the difficulty but he needed extra time to finish it.

Next, it was tracing and writing. In a piece of worksheet (see appendix 5), he traced some words related to hobby and was completed by the pictures. His tracing sometimes out of the line and still need help from the therapist. After that, he was asked to rearrange words to be a correct word such as *ketbas* for *basket*, *cingpan* for *pancing* and *nyanyime* for *menyanyi*. The pictures were also available to facilitate him. He showed the difficulty in those activities. Sometimes he asked how to write the letter *b* or

y? He also took so much time to finish it and still need help from the therapist. Sometimes, his written word can't be read.

He also asked to read vocal and consonant letters consist of 5 vocal letters and the first 10 consonant letters that is from *b* until *m*. He could easily read them although took times to retrieve the letters. But, when arrived in letter *j*, he was silent that he forgot the name of the letter. Then, the therapist wrote again the letter *j* slowly and he could say the name of letter. After that, he was asked to copy the letter *u* in the available table (see appendix 6). He didn't find any difficulty.

The therapist started to ask some questions about him and his environment such as his name, age, address, friends, parents' name and father's phone number. He could mention all of the answers correctly, but not for his father's phone number because the number is too long for him. The therapist showed him some pictures related to daily life such as cook, sleep, take a shower, jump and drink. It is to develop his comprehension toward verbs. He was asked to say the answer in a full sentence such as *Ibu sedang memasak, Adik sedang tidur*, etc.

There was a time when the therapist was busy to take some media aids, the child was also busy with his own

imagination. He looked like playing with his imaginative car that he drove it up and down in his imaginative road. He ended it up when the therapist came and continued the activities.

For motor skills, the therapist did a brain gym such as hook up, cross movement and cross patterning. When the movement was repeated, he couldn't show the consistency. Further, for drilling his memory, the therapist gave some games such as *what is missing* and *colour scanning*. *What is missing* game required the child to remember five different things (car, pencil, ball, glue and scissor). Then, the therapist tested him by hiding one of the things randomly and he should guess what the missing thing. So did *the colour scanning* game. The child showed all of the correct answers although with some self-corrections.

Moreover, the child was learned some taste such as sugar is sweet, salt is salty and vinegar is sour. He showed the difficulty in mentioned the taste of vinegar. Then, the therapist gave play-dough and asked him to make letter *d* and number *4*. At first, he made a wrong *d* that he made a letter *b* instead of *d* and he didn't show the difficulty in making number *4*. The last, she provided him a piece of mazes paper and held him a pen. He should find

the way to home but he didn't find it. SO, his therapist helped him to find it.

After the therapy session had finished, the observer asked the permission to the therapist to take some pictures of the worksheet and the learning activities. We also made an appointment for therapy session tomorrow afternoon. The therapist delivered the child to his father outside the school and she prepared again with the child for the next therapy session.

2nd Day

Date : 9th January, 2019

Time : 2 p.m. – 3 p.m.

Place : PKBM Talenta, Semarang

Subject: Azka (A dyslexic child)

The observer arrived at 01.30 p.m. the therapy session was still going on. Some parents were waiting for their child outside of the room. The therapy session had finished at 2 p.m. Some children walked out of the class with their therapist. The therapist explained to the child's parents who picked up their

child about the progress of them. After finished, the therapist entered with the other child for the next therapy session. One of them was Azka. The therapist was different from before that is Ms. Eliana.

The activity was guided by the same activities plan (see appendix 4) like yesterday but with some additional task. The therapist started by asking some questions such as “Azka, who is accompanied you today?”, “How are you?”, “What is your address?”, “What is your grade?” and “What is your father’s phone number?”. He could answer all of the answer but still not remember his father’s phone number. After that, she had him to read alphabet consist of vocals and consonants (*b, c, d, f, g, h, j, k, l, m*) as well as read syllables (*ba, bi, bu, be, bo*). He performed difficulty in syllabic that read *de* instead of *be*. It explained that he still confused between the letter *b* and *d* sometimes.

Further, she prepared a piece of worksheet consist of tracing and writing task. It was same with yesterday. At this time, he seemed like lost his focus, so his tracing was out of lines. She helped him so much even in writing because he felt that it was difficult to do. Until the next task that was guessing *what is missing* game. There were five different things (car, pencil, ball,

glue and scissor) and she would hide one of things and he guessed what the missing was. He guessed it wrong for all of them in five times that he guessed it as a car for all of the hiding things. However, it was different with *scanning color* game. There were five colors (yellow, purple, green, blue and brown) that had the same rules with what is missing game. He didn't show any difficulty. He could easily answer it but with more time of thinking especially in color brown.

The therapist provided two pieces of papers. The first one consisted parts of body and the other was a blank paper. She had him to cut off the parts of body and stick them in a blank paper so that it portrayed the whole body correctly. He didn't find any difficulty in that task. Next, she showed some pictures of daily activities such as "Ibu sedang memasak", "Adik sedang tidur", "Dia sedang mandi", etc. It was to teach him in understanding of verb. And he could answer all of them.

Moreover, she gave him a piece of worksheet and asked him to copy letter u and e (additional task). At first, the letters were so neat but in the end, it became messy that the letter out of column or even the shape of letter was different (see appendix 6). The child also was learned some taste such as sugar is sweet,

salt is salty and vinegar is sour. He showed the difficulty in mentioned the taste of vinegar like yesterday. For motor skills, the therapist did a brain gym such as hook up, cross movement and cross patterning. He could follow it well.

The therapy session was closed by the mazes game. She gave him a piece of mazes paper and hold him a pencil. His way was not in line so he still needed help from his therapist to find the way.

The therapy session had finished at 3 p.m. The observer thanked and apologized to Ms. Eliana and Azka for the time that they gave to her. Ms. Eliana accompanied him to go out of class and met with his father to give the explanation of his progress. After that, the observer asked permission to go home with the other therapists because they still had the next therapy sessions.

Appendix 10

Characterization in Novel *My Name is Brain* Brian

No	Name	Character	Characterization	Proof
1.	Brian	Major	Dyslexic	That's when Mr. Bigham says he's convinced that I have a learning difference called dyslexia.
			Obedient	It is when Brian said, "I gotta go to school. My parents would kill me."
			Smart and good thinker	"I see from testing Brian that he can understand really difficult ideas. And he thinks in interesting and creative ways."

				Mr. Bigham says, "...Brian is a very smart young man."
			Joker (like to make a joke in class)	I point to Isabel as I get back on my feet and say, "I fell for her." Everyone laughs, even Mr. Bigham. John, Dan, and Richie scratch their head like crazy.
2.	John	Major	Impolite	<p>I heard John yell and swear at his mother.</p> <p>"All right, John," Mr. Bigham answers. He holds out the big wooden boys' room pass, but John walk right by it and opens the door. "So long,</p>

				suckers,” he shouts over his shoulder. With a slam of the door, he’s gone for the year.
			Betrayer	John and Richie have brought other people to our hideout!
			Wicked	I figure that Mr. Bigham is smart enough to know that John and Richie made up their excuse, and he’ll call their parents, too. So I tell John that during lunch. I also ask him why he played such a mean trick on us.
3.	Richie	Major	John’s follower	“But I can’t today,” John says.

				<p>...</p> <p>"I can't go, either," Richie says. "I got to, you know, go someplace. The dentist."</p>
			Betrayer	<p>I see that the two of the boys are Richie and John. The other three are eighth graders....John and Richie have brought other people to our hideout!</p>
4.	Dan	Major	Coward	<p>"I'm afraid of those guys," Dan says.</p> <p>"I can do better work in school, too," Dan says. "I was afraid you</p>

				wouldn't be my friend if I did."
			Wise	"If you're afraid of someone, maybe they're not such a good friend," Dan adds.
			Nice/good friend/like to help his friends	<p>Dan tips over his desk. The bang of it hitting the floor drowns out the sound of the gunshot on the recording. I think how lucky I am to have a good like Dan.</p> <p>"But Dan's father does," I tell her.</p> <p>"And Dan loves to make home movies. He'll be</p>

				our cameraperson.”
5.	Roy Toomey (Brian’s father)	Major	Grumpy and strict. However, he always helps Brian with his homework. He is dyslexic.	My parents are strictest. At ten o’clock my father comes in to check on my work and to test me. “We’ll do this every night,” he tells me. “I’m checking everything you do.”
6.	Ellen Toomey (Brian’s mother)	Major	Firm but she knows Brian really well.	When I call my mother from Dan’s, she says I have to come right home and shouldn’t I be doing my homework instead of playing...”Be

				<p>home in ten minutes,” is all she says.</p> <p>“I’ve always told you he was smart,” my mother tells my father.</p> <p>My father answers for me. “Brian’s good with his hands. He can design and build brilliantly, just like his father and grandfather.”</p>
7.	Mr. Bigham	Major	He was an actor and now being a good teacher who always helps his students.	Mr. Bigham is smiling and being friendly as he goes from group to group, asking the kids question and helping them....

				Mr. Bigham reads my mind again says that he thinks my father makes me nervous when he helps me, and asks if my mother could do it.
8.	Isabel Morris	minor	Smart and like showing off. She also strong girl and knows how to not be bullied by other people.	<p>All Isabel cares about is being smarter than anyone and showing it off.</p> <p>“Some boys were making fun of me,” she says. “I had to defend myself.”....”You can’t let people pusey you around.” ...“I’m sick of being a good girl.</p>

				None of you respect me because I'm smart. Well, maybe you'll be respect me when I'm tough."
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Appendix 11



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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07 Januari 2019

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Hal : Mohon Izin Riset

a.n. : Visa Nanda Charisma

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Yth.

Kepala PKBM Talenta
di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Visa Nanda Charisma

NIM : 1403046071

Alamat : Tahunan RT 02/05 Tahunan, Jepara

judul skripsi : A Psycholinguistic Analysis on Learning Disability of Dyslexic in
Novel "My Name is Brain Brian" by Jeanne Betancourt

Pembimbing :

1. Siti Tarwiyah, M.Hum

2. Sayyidatul Fadlilah, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 hari, mulai tanggal 8 Januari 2019 sampai dengan tanggal 9 Januari 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



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The Researcher

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