

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, statement of the research problems, objectives of the study, significances of the study, and scope and limitation.

1.1 Background of the study

Dysgraphia is kind of learning disabilities which affects written expression, consequently children who suffer kinds of disabilities they cannot deliver their thought easily in text form where writing is one of verbal language which is very important in communication. Learning disability itself is a disorder in one or more basic psychological process that may manifest itself as an imperfect ability in certain areas of learning, such as reading, written expression, or mathematics (LDA, 2013). Kinds of learning disabilities are dyslexia, dysgraphia, and dyscalculia. Levinson (1994) argued that dyslexia is allocated into three types based on basic syndrome. Those are reading difficulty which is called dyslexia, writing difficulty called as dysgraphia and arithmetic difficulty called as dyscalculia. Dysgraphia itself has difficulty in spelling, poor handwriting, and trouble in delivering though in form of text. According to Bailey (2018), Children who have poor or illegible handwriting, they often write neatly. It needs amount of time to make a form of letter correctly. Dysgraphia also can be caused by language disorder may be characterized by the children having difficulty converting the sounds of language into written form (phonemes into graphemes). Children with

dysgraphia may write their letters in reverse, have trouble in recalling how letters are formed, use lower or upper case letters, omitting words, word ordered imperfectly. Children with dysgraphia have a big effort in forming sentences with correct punctuation and grammar. Children with dysgraphia may speak easier than they write (DSF, 2019). Furthermore, children who suffer from dysgraphia, they have some difficult varieties in written language; those are composition, spelling, and handwriting. Having ability to produce ideas and to state in appropriate grammar is called composition. Spelling is the capability to create words by combining the letters in correct usage. While, having capability in accomplishing the graphic symbol to generate legible message is called handwriting (Naset n.d).

On the other hand, dysgraphia may occur alone or combining with other kinds of dyslexia. For instance, children is able to suffer from only dysgraphia, or children can suffer from both dysgraphia and dyslexia (impaired reading disability) or with oral and written language learning disability (OWL LD, also referred to as selective language impairment, SLI) (IDA, 2012). It is because reading and writing is the core of language system. It is proven from what the children learn about language system through oral language provide knowledge base for reading and writing, and what the children learn about language through writing improves reading (Lerner, 2003). As a result, children who have difficulty in writing and reading can affect language.

According to Dyslexia Association of Indonesia (2017), it is about 13–14% of the school population nationwide has a handicapping condition that is qualified to the special education. Current studies indicate that one half of all the students who qualify

for special education are classified as having a learning disability (LD) (6–7%). About 85% of those students have a primary learning disability in reading and language processing. Nevertheless, many more people perhaps as many as 15–20% of the population as a whole have some of the symptoms of dyslexia, including slow or inaccurate reading, poor spelling, poor writing, or mixing up similar words. Another census which has been conducted by Juken Consultancy Incorporation, it has been estimated that up to 15 percent of children in Asia may be affected by learning difficulties in one form or another and 60-80 percent of these children suffer from a specific learning or literacy problem called dyslexia which derived from Greek meaning “difficulty with words” (Juken Consultancy SDN BHD, 2012).

There are some several researchers who have conducted the similar study. The first researcher had conducted by Ayu, (2019), the research is about identifying the spelling error in the copied words written by Indonesian dyslexic student of elementary school in grade 6 by using Pratopapas, et al. (2013) theory, and also the writer conducted the study in field research in Galuh Handayani Inclusive School. It is different from in this study, the writer conducts the study to identify the characteristics of handwriting made by children with dysgraphia by using Goodwin and Thomson (2006) theory, and also investigated the contributing factors of writing difficulties made by children with dysgraphia by using Lerner (2003) theory. This study also conducts in field research that is in Yayasan Sebaya, Sidoarjo. While, the second previous study had conducted by Wijayanti (2015), the research is about identifying

the types of mistakes in writing made by the characters suffering dyslexic dysgraphia produced by *Brian Ellsworth* and *Ishaan Awatashi* as the characters suffering dyslexic dysgraphia in *Backwards: The Riddle of Dyslexia and like stars on Earth* the movie by using Levinson (1994) theory and also the factors which causes the characters suffering dyslexic dysgraphia have difficulties in writing by using Lerner (2006) theory. It is different from in this study, the writer conducts this study to identify the characteristics of handwriting made by children with dysgraphia based on Goodwin and Thomson (2006). This study also do the same research which is done by the second previous study to look for the contributory factors of writing difficulties made by children with dysgraphia based on Lerner (2003). It is different from the second previous study, the writer does not use a movie as the source of data, but the source of data is come from field research in real life.

Even children suffer from dysgraphia, it does not mean influencing the level of shrewdness of the children. It can be seen by the famous people such as Leonardo da Vinci (The prime exemplar of the Universal Genius or Renaissance man), Nelson Rockefeller (Vise of president of United State from 1974 to 1977), and Agatha Christie (A detective novels). Leonardo da Vinci is an ultimate Renaissance man. He wrote backwards used incorrect spellings, writing in reverse, writing in mirror image. Furthermore, he also considered erratic and quite strange. He made some projects which have not finished well (DDAI, 2019). The other famous person who suffer from dysgraphia is Nelson Rockefeller. He knew that he suffered from dysgraphia in 9 age.

He did not understand and did not know the letters of alphabet. And also Agatha Christie suffered from dysgraphia which had illegible written work, so that all materials should be dictated to transcriptionist (Gothit, 2012). Based on those explanation, it can be argued that dysgraphia does not influence the intelligence quotient sufferer.

Some cases about dysgraphia happened in real life as follows below,

“All my life I’ve had to deal with illegible handwriting, poor spelling and poor reading abilities. My writing consists of capital letters and lower case as well as cursive and print. I often leave out letters in words and constantly find myself sounding out words to spell them. I now avoid writing as much as possible due to the loss of marks and constant discouragement. I struggle gravely with reading as the words seem to become jumbled up like when I write. I have very strong oral marks and often get told. I talk too much but when it comes to writing I can’t seem to get what’s in my head onto the page. I think I suffer from dysgraphia but I’m not sure and I don’t know how to get to the doctor to be diagnosed due to my parents thinking I’m just lazy and unwilling to work. When I approach my mom with my concern she says I’m just making up excuses. What should I do?” (Davidson Institute, 2011)

“I am now 58, and I have suffered profoundly due to dysgraphia. I’ve always assessed in the 99.99 or higher percentile of intelligence, but I barely passed all through public school. Everyone insisted that I was just lazy, wasn’t applying myself, or was being obtuse. My parents tried every way to force me to comply, and I was simply unable, due solely to inability to write legibly. No amount of practice or exercises helped. Taking class notes was out of the question; fortunately, I am an auditory learner. I KNEW what was wrong, but no one would believe me (the diagnosis did not exist back then). I now have a Ph.D. Until the diagnosis existed, the "system" did nothing but destroy my self-esteem and try to make me like everyone else. I have a serious philosophical problem with calling dysgraphia a "learning disability." All along, I was learning the material just fine (better than most), I was just unable to conform to the arbitrary, written performance standard. I could easily demonstrate my learning verbally, but that was unconventional. I hope no one gets treated that way anymore.” (Davidson Institute, 2011).

The writer conducts this study because the topic of dysgraphia is one of issues that is hard to diagnose and need more attention. Many parents who have children in language disorder mostly they do not know and do not understand that the children suffer from dysgraphia. The parents only ask the highest expectation to their children without seeing their condition. And also, most of the societies only think that children with dysgraphia are stupid, thick, and lazy. In addition, the writer conducts this study in Yayasan Sebaya, Sidoarjo it is because the place is care of children with language disorder which need attention and assistance in learning. Therefore, the study is essential.

1.2 Statements of Research Problem

Related to the explanation of the background of the study above, the writer formulated these following problems:

1. What characteristics of handwriting are made by children with dysgraphia found Yayasan Sebaya in Sidoarjo?
2. What are the contributing factors of writing difficulties made by children with dysgraphia found at Yayasan Sebaya in Sidoarjo?

1.3 Objectives of the study

Related to the statements of the research problems above, this study is proposed to:

1. To identify the characteristics of handwriting made by children with dysgraphia found at Yayasan Sebaya in Sidoarjo
2. To investigate the contributing factors of writing difficulties made by children with dysgraphia found at Yayasan Sebaya in Sidoarjo

1.4 Significance of the Study

The significance of the study gives contribution both theoretically and practically. Theoretically, the result of this study expects to give the understanding about dysgraphia. This study is expected to enlarge the theoretical framework on language learning process in writing which is produced by children with dysgraphia which is discussed further.

Practically, this study is expected to make the people aware about the weakness of children with dysgraphia in language learning. The awareness could help children with dysgraphia escape for being ignored when needing an assistance in learning. So, it could avoid the depression, feeling isolated, and getting intimidation.

1.5 Scope and limitation

The scope of this study is in psycholinguistics which is focused on the characteristics of handwriting proposed by Goodwin and Thomson (2006) made by children with dysgraphia found at Yayasan Sebaya in Sidoarjo, and the contributing factors of writing difficulties made by children with dysgraphia proposed by Lerner (2003).

This study is limited on the letters, words, phrases, nor sentences which are written by the children with dysgraphia found at Yayasan Sebaya in Sidoarjo. It can describe their characteristics of handwriting and contributing factors of writing difficulties made by children with dysgraphia.