

A PSYCHOLINGUISTICS ANALYSIS OF A DYSLEXIC CHARACTER IN *TAARE ZAMEEN PAR* MOVIE

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Abstrak

Tujuan dalam penelitian ini untuk mendeskripsikan metode yang diterapkan untuk mengatasi seorang karakter disleksia di film *Taare Zameen Par*. Disleksia berhubungan dengan gangguan bahasa dan ketidakmampuan belajar yang dapat mempengaruhi kemampuan dalam membaca, menulis dan aritmatika. Kebanyakan anak disleksia memiliki masalah tersebut karena mereka tidak mengenali meteri dalam pembelajaran. Teori yang digunakan untuk masalah di penelitian ini yaitu teori Gillingham dan Stillman untuk memahami metode yang diterapkan oleh Mr. Nikum dalam mengatasi kesulitan belajar Ishaan. Penelitian ini menggunakan metode deskriptif kualitatif untuk melakukan analisis data. Deskriptif kualitatif digunakan peneliti untuk menjelaskan setiap data yang lebih mendalam. Untuk mendapatkan data, peneliti menggunakan dokumentasi sebagai instrumen dalam penelitian ini. Data yang disajikan dalam bentuk kata dan huruf dalam film *Taare Zameen Par* yang dikumpulkan tidak hanya dari naskah saja tetapi dari pikiran dan perkataan karakter utama juga. Dan hasil dari penelitian ini, Mr. Nikum menerapkan metode Gillingham dan Stillman dan memberikan Ishaan beberapa variasi dari media pengganti dalam mengajar Ishaan untuk mengatasi kesulitannya. Akhirnya Ishaan pulih dari gejala disleksia dan dia dapat membaca, menulis dan melakukan perhitungan aritmatika seperti anak-anak normal. Penelitian ini diharapkan dapat berguna untuk pembaca dan juga dapat menjadi referensi untuk penelitian berikutnya.

Kata Kunci: disleksia, gangguan bahasa, ketidakmampuan belajar, persepsi

Abstract

The purpose of this study is to describe the method that are applied to overcome a dyslexic character in *Taare Zameen Par* movie. Dyslexia is related to language disorder and learning disability which can affect abilities in reading, writing, and arithmetic. Most of dyslexic children will have trouble in that abilities, because they are not familiar with the materials in learning. The theories that are applied for this research problem is Gillingham and Stillman's theory in understanding the method which is applied by Mr. Nikum to overcome Ishaan's learning difficulties. This study uses descriptive qualitative method in doing analysis the data. Descriptive qualitative is used by the researcher to get more details explanation from each data. To gain the data, the researcher uses documentation as the instrument of this study. The data are in the form of words and letters from *Taare Zameen Par* movie which are not collected from the script only, but also from the main character's mind and speaks. And the result of this study, Mr. Nikum applies Gillingham and Stillman method and gives Ishaan some variants of substitute medium in teaching Ishaan to overcome the difficulties. Finally, Ishaan is recovers from dyslexia symptom and he can read, write and do arithmetic calculation like a normal children. This study are expected can be useful for the reader and also can be reference for the next researcher.

Keywords: dyslexia, language disorder, learning disability, perception

INTRODUCTION

All children in this world are expected to have the same basic abilities/skills in learning (listening, speaking, reading, and writing) like others. By having these basic abilities, they can understand well what words, numbers, symbols, and sound to communicate and share feelings

with others without facing any obstacles. Those basic abilities is not only used in social interaction but also are expected to encourage children to get incredible achievement in school. Yet, there are some children who cannot listen, speak and spell, write, and read correctly because there is no good connection between their left hemisphere and right hemisphere. Gavin Reid (2005: 6)

states that the dyslexic children have problems with their left hemisphere. There is a weakening function of corpus callosum to know the words, numbers, and symbols that they have seen or heard. As the result, they will find it more difficult and exhausting thing when they have a task. The problem is called dyslexia.

In this case, a children who suffer from dyslexia undergoes language disorder that relates to academic or cognitive skill disorder (Somantri, 2007: 200). This language disorder can influence both spoken and written language in learning. The children's ability is poor to remember vocabulary and produce complex sentence. They may have the normal language ability but they need for understanding oral and written communication because they have serious problem in expressing what is in their mind about in the form of speech. It means that the children with this difficulty have problem in translating language through his thought (in listening or reading) or through language (in writing and speaking)(Lerner 2000:226).

Although some children do not have completeness skill in learning but they have to learn until they can read, write, and do instruction or remember something in sequence. In Al-Qur'an also says that Allah teaches all human being through the medium of writing and reading. Moreover, the first surah that Allah gives to our prophet is Iqro' (mean; read). The children are important to learn both reading and writing skills. Yet, for children who suffer from dyslexia are difficult to learn those abilities.

Dyslexia has been already beginning in 19th century and introduced in the mid-1880s. The term dyslexia itself originated from Greek. Dyslexia refers to learning disability which affects reading, writing, and speaking skills and difficulty to interpret words, letters, numbers, even sounds. Dyslexia is not a simple problem because it cannot be diagnosed before the children are in fourth grade or 7-9 years old. Most of dyslexics do not like reading loudly in public such as in front of the class. They become class clown by their friends when they read aloud in front of the class. They feels the words and numbers are their enemies that will make them exhausted and frightened. Thus, it makes people underestimate them more. The dyslexic children actually learn harder than normal children because they have more difficulties. In addition, dyslexics may feel lack of confident about themselves because of poor reading, writing, speaking or listening skills.

This research is about psycholinguistics terms that focusing on dyslexia phenomenon. It is because of the popular misconception of dyslexia. Most of parents or teachers thought that children who suffer from reading, speaking, and writing weakening are lazy. They easily conclude that those impairments are signs of stupidity.

Moreover, what people believe about dyslexia is wrong. In fact, many dyslexics are talented, brilliant and great, for example Albert Einstein, one of the famous theoretical physicist, has bad memory that make him unable to remember things. No matter how hard he had tried, he could never remember. Letters were his enemies and they would dance in his eyes. Till people called him a loser and a fool. Also Muhammad Ali, one of the most famous boxers, gets label dumb from his high school teachers and he could hardly read his textbook. Besides him, there are some other people with dyslexia who have special capability such as Tom Cruise as an actor, Leonardo da Vinci as a painter, Thomas Alfa Edison as a scientist, Walt Disney as an entrepreneur and etc. From that example above, we can point a conclusion that dyslexia is not associated with physically handicapped.

Commonly, based on the characteristics, dyslexia is divided into three types. Those are dyslexia-visual, dyslexia-auditory, and dyslexia-dysgraphia. Dyslexia-visual is a disorder that can see a sentence which consists of some words but cannot differentiate and interpret what they see, for example there is a sentence "The boy sleep in front" then becomes "They bleep from". Dyslexia-visual is not a physical problem with the eyes but a neurological difficulty with the brain. Thus, it is important to check the eyesight for making sure that these problems are not being caused by the eyes. Dyslexia-auditory is a disorder that have difficulty in processing the basic sounds of language, particularly, multiple sounds may be incorporated as a singular sound. They cannot differentiate the similarity sounds they heard, for example the dyslexics cannot hear similar sounds in the beginning and end such as door and doll, ball and doll, and differentiate some words with the same vocal such as big, bag, and bug. Furthermore, dyslexia-dysgraphia a specific learning disability that have difficulty in writing expression with the spelling, poor handwriting and trouble in putting thoughts on paper. More specifically dyslexia-dysgraphia is a disorder in writing letters and words, interpret the meaning of words, combine the sounds of letters, and pronounce familiar and unfamiliar words (Letchumy, 2008).

In this discussion, dyslexia is as the subject of the study because many people still cannot know and understand what dyslexia is, especially parents as the really closest people for them. The source of the data in this case is found from the movie *Taare Zameen Par*. From that movie shows a dyslexic character, namely Ishaan Awasthi who cannot write or spell any word appropriately. He is really depressed about his problem while his parents forced him to achieve the best rank in his class as his brother. However, he sees whatever words or numbers, those are inverted, mirror imaging, or spread

out. That is why, he cannot read even understand the words and numbers like normal people. It makes his parents thought that their son is stupid, lack of effort, and does not want to study hard then send Ishaan to boarding school. During teaching process in boarding school, Mr. Nikum, the art teacher, who was a dyslexic, perceives that there is something wrong with Ishaan. He tries to get the answer of his thought about Ishaan by looking for information from Ishaan's exercise books. His prediction is accurate that Ishaan suffers from dyslexia. Then Mr. Nikum explains to his (dyslexic child) family that Ishaan cannot read and write words even numbers in proper like others because Ishaan suffers from dyslexia.

In short, nobody is as perfect as God in this world. People have to learn how to read and write to get other knowledge. But for dyslexia sufferer, reading, writing, listening, speaking and doing something related to direction, are not easy like other people because language disorder is caused by no good quality brain connection between his right and left hemispheres and usually can be diagnosed while the children are in fourth grade or 7-9 years old. The phenomenon of dyslexia is interesting to find out especially the one shown by the character of *Taare Zameen Par* movie. This movie was released worldwide on 21st of December 2007 and a new movie from Amir Khan Production and Walt Disney.

RESEARCH QUESTION

Based on the background of the study, this paper discusses the types of dyslexia and the methods that are applied to overcome those difficulties.

THEORITICAL FRAMEWORK

1. Learning Disability

Learning disability or learning disorder is a classification in several areas of functioning which a person has difficulty in learning with typical manner, and usually is caused by unknown factors. According to Learning Disabilities Association of Canada (2002) states that learning disabilities refer to a number of disorders which may influence the acquisition, organization, memory, comprehension or the use of verbal or nonverbal information. These disorders influence in individual learning that otherwise prove at least the normal vital abilities for thinking and reasoning. So that, learning disabilities are different from global intellectual disability.

Learning disabilities as a common terms for a variety of learning problems. A learning disability is not a problem that related with intelligence and motivation. Children with learning disabilities are not lazy or dumb. In fact, most of them are as smart as the others. The simply, a person with learning disability have a different way in

seeing, hearing and understanding something. It can cause a trouble with learning new information and skills, and involve it for using. And the most common types of learning disability affect problems in reading, writing, math, reasoning, listening and speaking (as cited in helpguide.org).

Based on Lyness (2013) states that just because you have a trouble in studying for a test does not mean you have a learning disability. It shows that learning disability does not come from the brain that are dumb or lazy. Learning disabilities or Learning disorders can be diagnosed when the achievement of individuality is given for knowing the standardized test in reading, mathematics, or written expression based on the age, schooling, and level of intelligence. Significantly, the learning problems interfere to academic achievement in a school or daily activities that require the ability in reading, writing and mathematical. People with learning disability tent to take a longer time to learn and may need support for developing new skills, understanding complicated information and interacting with other people (as cited in mencap.web).

2. Language Disorder

There is a case in which a child undergoes adversity in communication with his interlocutor or his teacher such as poor vocabulary or incorrect grammatical. It is called as language disorder. Better Health Cannel (2009) argues that language disorder includes the trouble thing in listening, speaking, writing and reading or even a combination of all them. So from that statement above can be indicated that language disorder can affect the difficulty in learning. In addition, according to Haring (1974) "learning disability is a lack of behavioral that always almost connected in academic performance and also it can be recovered" (as cited in Somantri, 2007: 195).

According to Indah & Abdurrahman (2008: 129) linguistically language disorder is "inability in acquiring and processing linguistic information". They conclude two failures both acquiring and processing the information which can influence his basic language skills while communicating with interlocutor. Furthermore, based on Allen (2010), language disorders are implicated by the area of the brain that have function to control the processing of language and communication. It means that language disorder is not influenced by physical handicapped.

3. Dyslexia

Dyslexia come originally from Greek word; "dys" which means lack of or difficult and "lexia or lexicon" means pertaining the words (Mississippi Department of

Education, 2002: 1). The word "dyslexia" was introduced in 1987 by Prof. Rudolf Berlin as a specialist and ophthalmologist (Hammond and Hughesv1993: 3). lately, dyslexia has been known as one several language disorder which influencing students in learning how to read and write. Mississippi Law states that dyslexia means a disorder in processing language that may be shown by difficulty in processing expressive or receptive, verbal or written language even though have suffice intelligence, educational adequate, and cultural occasion (in Mississippi Department of Education, 2002: 2). So, it argues that dyslexia is not only comes from language disorder but also in learning disability.

Hudson, High, and Al Otaiba (2007) state that, dyslexia is a specific learning disability in reading which often influences also in spelling. Based on Wilmshurst (2005: 209) argues that particularly, learning disability (LD) is specific learning disability (SLD). According to IDEA (Individual with Disability Education Act) (1999) specific learning disability (SLD) has the meaning a disorder in one or more of the basic psychological process through in understanding or using language, verbal or written, in which the disorder may shows itself in a disable ability to listen, think, speak, read, write, spell, or even do mathematic calculations (as cited in Wilmshurst, 2005: 211).

It can be concluded that dyslexia is a variety of learning disability or specific learning disability. It is happen in the corpus callosum that does not work balanced and then effecting the brain forces right brain to be used more than left brain for recognizing and processing letters, images, symbols, and concepts

3.1 Dyslexia Syndrome Theory

Levinson (1994), states that dyslexia is divided into three types base on Dyslexia Syndrome Theory. Those are; reading difficulty/ dyslexia, writing difficulty/ dyslexia (dysgraphia) and arithmetic difficulty/ dyslexia (dyscalculia) (as cited in Letchumy, 2008).

a. Reading Difficulty / Reading Dyslexia

Reading disorder or dyslexia is a disability to understand the meaning of something that they read using their eyes. This disability is caused by unfamiliar with words even letters and lack of visual memory. Because of that, children who suffer from reading disorder will often delete, insert, substitute, invert, and do mirror imaging of the words (Abdurrahman, 2012: 163).

b. Writing Difficulty / Writing Dyslexia

Writing dyslexia or dysgraphia is an inability for recognizing letters with appropriate size, and

understanding what he writes. This disorder is happened because of visual and auditory impairment. Based on Hornsby (1984: 9), concludes that there is a close connection between reading and writing because when children study how to read they also study how to write what they read (as cited in Abdurrahman, 2012: 162).

c. Arithmetic Difficulty / Arithmetic Dyslexia

Arithmetic disability or dyscalculia is a disability of understanding of symbols, concept of number, mathematical operation, and shape. In addition, children with arithmetic disability do not use essential element of visual perception, spatial relation, to learn arithmetic. Lerner (1981: 357) states that there are some characteristics of children with arithmetic disability; spatial relation impairment, visual discrimination impairment, visual-motor association impairment, perseveration, object recognition impairment, and language and reading difficulties (as cited in Abdurrahman, 2012: 210).

4. Perception

According to Lerner, perception is an ability to understand the appropriate meaning in something what children see, hear, and touch (as cited in Abdurrahman, 2012: 114). This ability is used to comprehend process and interpret information what children experiences. In the following, there are some perceptions which are needed to identify dyslexia symptom.

4.1 Visual Perception

An ability to distinguish the letters, words and geometry through the vision

a. Spatial Relation

Lerner argues (as cited in Abdurrahman, 2012: 117) that spatial relation is a perception in understanding the position of object or symbols (picture, letter, number) which merges with surrounding.

b. Visual Discrimination

Lerner argues (as cited in Abdurrahman, 2012: 118) that visual discrimination is an ability to differentiate one object from other objects in its surrounding environment.

c. Figure- Ground Discrimination

Lerner argues (as cited in Abdurrahman, 2012: 118) that figure-ground discrimination is an ability to differentiate an object from its surrounding background. And a child who has a deficiency in this field cannot focus his thought to one object only

because that surrounding object also influence his mind.

d. Visual Closure

Lerner argues (as cited in Abdurrahman, 2012: 118) that visual closure is an ability for remembering, identifying or recognizing a symbol or object even though the entire object is not visible.

e. Object Recognition

Lerner argues (as cited in Abdurrahman, 2012: 118) that object recognition is an ability for recognizing the characteristics of some objects while looking at the object.

4.2 Auditory Perception

Lerner argues (as cited in Abdurrahman 2012: 116) that auditory perception is the ability to distinguish the similarities and differences between sounds. It is not related in hearing acuity. Yet, it is the ability to comprehend or interpret everything that comes from hearing.

a. Phonological Awareness

Lerner argues (as cited in Abdurrahman, 2012: 116) that phonological awareness is a skill that is needed to understand spoken word with written language. It is an awareness of someone that language can be divided into smaller parts such as words, syllables, and phonemes (sound of letter).

b. Auditory Discrimination

Lerner argues (as cited in Abdurrahman, 2012: 117) that auditory discrimination is an ability for remembering the difference between phoneme sounds. This includes the ability for identifying the sound of words that are similar and those are different.

c. Auditory Memory

Lerner argues (as cited in Abdurrahman, 2012: 117) that auditory memory is an ability for remembering and storing something that has heard.

d. Auditory Sequencing

Lerner argues (as cited in Abdurrahman, 2012: 117) that auditory memory is an ability for remembering and storing something that has heard.

e. Auditory Blending

Lerner argues (as cited in Abdurrahman, 2012: 117) that auditory blending is an ability for integrating or combining elements of one phoneme becoming one complete word.

4.3 Tactile and Kinesthetic Perception

Lerner argues (as cited in Abdurrahman, 2012: 117) that auditory blending is an ability for integrating or combining elements of one phoneme becoming one complete word. In short, tactile and kinesthetic perception is an ability for recognizing characteristic of object by touched sense and body movement. Moreover, in this research study, tactile and kinesthetic perception is used when Ishaan learns to know the alphabets and words also practices in reading, writing and arithmetic operation.

5. Teaching Method for Dyslexia/ Learning Disability

Children who suffer from dyslexia commonly have problem in reading and spelling disorder, writing disability and arithmetic difficulty. Those problems cause childhood misery, depression, or even frustration. Because of that, some professional figures have made the methods to overcome their problem especially in learning disability.

Gillingham and Stillman have improved the method in learning concept for dyslexic children (as cited in Letchumy, 2008). There are three main of method for learning disability; first, teaching phonic directly through introducing the alphabets and it sounds, followed by ability to produce sound by combining words; second, using the variety of sense of body in teaching through visual, auditory, and kinesthetic modality; and the last, approaching of moving steps from the easiest level to the hardest one. This three learning concepts is enough to be applied for dyslexic children in order to overcome them.

This research uses Gillingham and Stillman method, because it can apply three perceptions in one time. The method also include tactile and kinesthetic perception, not visual and auditory perception only.

METHOD

In this study, research design that will be used is descriptive qualitative method. This method prefers deep analysis via detail descriptions than the use of number in analyzing data such as in quantitative method. It helps the researcher to find new discovery because it is persuade the researchers to do analysis beyond the concept (Miles et al, 2014).

This study uses a dyslexic character, Ishaan, as a subject. It is because this study will analyze the dyslexic character in *Taare Zameen Par* movie. The data that are shown in the form of words and letters by Ishaan's mind and writing book. For answering the problem, this study uses Levinson and Lerner's theory to know the type of difficulty and Gillingham and Stilman's theory to know the method that were applied to overcome this difficulties.

The aspects that are needed to be found are the types of difficulties and the methods that are applied to overcome that difficulties. The data collection procedures begin with downloading the script and the audio file of *Taare Zameen Par* movie. Then, the note is made from the script and the audio files until the intended meanings are identified using Yule’s speech acts theory.

DISCUSSION

In this section, the methods that are applied to overcome the difficulties in *Taare Zameen Par* movie will be analyzed based on the type of dyslexia in this symptom, those are reading difficulty, writing difficulty and arithmetic difficulty. And the data are provided in the form of learning concept. Moreover, this research uses Gillingham and Stillman method to overcome the disabilities.

In this movie, Ishaan is given a special time in teaching basic abilities by Mr. Nikum as an Ishaan’s art teacher. First, Ishaan is told and given the explanation by Mr. Nikum about his writing mistakes in his work book. Then, Mr. Nikum will introduce Ishaan the alphabets by preparing a sand box as a media to Ishaan write on it. Mr. Nikum gives Ishaan example to write the vocals in a sand box, i.e. “a” and “e” and the word that produced from those two letters then it is followed by Ishaan, i.e. “apple” and “elephant”.



Figure 1. Mr. Nikum is showing Ishaan his writing mistakes in his work book.



Figure 2. Mr. Nikum (1) writes the letter “a” and “e” in sand box, produce the sound and the word comes from those two letters then it is followed by Ishaan (2)

Beside it, Mr. Nikum trains Ishaan touched sense to recognize the characteristic of alphabets. In this scene Mr. Nikum tries to write letters “b” in Ishaan’s arm while Ishaan closes his eyes and then tries to guess what the letter is.



Figure 3. Mr. Nikum is writing letter “b” on Ishaan’s arm

Also, Mr. Nikum prepares various oil painting colors to be a media of Ishaan writing. This way is in order to make Ishaan happy and interested in writing the letters which have confused him. By using oil painting, Ishaan writes similar form of letters, i.e. “b”, “d”, “p”, “g” in the same page. In addition, Mr. Nikum also asks Ishaan to make alphabets by using wax.



Figure 4. Ishaan writes similar form of letters using oil painting in the same page



Figure 5. Ishaan makes the form of letters using wax

From the steps above, Mr. Nikum has applied Gillingham and Stillman first method. It suggests to teach the dyslexic children by teaching phonic directly through introducing the alphabets and its sounds, followed by ability to produce sound by combining word. However, Mr. Nikum substitute the medium of pencil and paper by using a sand box and various colors oil painting whereas in the method does not mention it. In this practice, Mr. Nikum leads Ishaan to try his touched sense (kinesthetic perception) by using wax to make alphabets. Those are to practice Ishaan’s visual perception, especially visual discrimination and object recognition. In order word, Mr. Nikum has applied the second method.

After Ishaan understands the similar differences between phonemes “a” and “e”, between letters “b”, “d”, “p” and “g”, Mr. Nikum goes to next step in teaching Ishaan. Mr. Nikum tries to teach Ishaan in writing on the real media, such as pen, paper or book and blackboard. Here, Mr. Nikum asks Ishaan to writes words which are hole, stole and role in blackboard. Ishaan still makes a

mistake initially in writing “role”, but he rewrites that word in appropriate size.



Figure 6. Ishaan write the words in blackboard from Mr. Nikum's instruction

Also, Mr. Nikum asks Ishaan to write the sentences on a book. In the beginning, Ishaan produces his writing unreadable because of his wrong spelling and narrow space. Then his next writing production is better than before, readable but still narrow space. And finally, Ishaan produces a good of writing, readable and also with appropriate space and size.

In this steps of writing, Mr. Nikum has applied second and third method in teaching Ishaan, uses of variety of sense of body in teaching through visual, auditory and kinesthetic modality and approaching of moving steps from easiest one to the hardest one. In this part, Mr. Nikum practices Ishaan's auditory perception (especially phonological awareness) and visual perception (especially spatial relation). First, He asks Ishaan to write words on blackboard then to write a simple sentence on the book and finally to write a complex sentence. As a result, Ishaan can solve his problem and make good in writing.



Figure 7. Ishaan produces his writing; (1) still do wrong spelling unreadable and narrow space, (2) more readable and narrow space, and (3) and (4) readable and with appropriate space and size.

In reading step, Mr. Nikum begins to teach Ishaan by writing several words with similar ending letter and similar pronunciation in the blackboard. Those words are the same class of part of speech, noun, such as hate, tape,

mat, and mate. Then Ishaan reads that words one by one. Different with others words, for “mat” and “mate”, Mr. Nikum writes mat first then adds letter “e” after “t”. This way is in order to introduce Ishaan the new words which are consisted of letters m-a-t-e. It practices Ishaan's visual perception especially visual discrimination.



Figure 8. Mr. Nikum writes some words on blackboard and practices Ishaan to read the words

Mr. Nikum also applies another way which are combining by reading and listening to practice Ishaan's reading skill. Mr. Nikum makes a voice recording of a text reading. This record is used to Ishaan when he reads the same text of recording, in other word; the record guides Ishaan to read the text correctly and properly. By this way, Mr. Nikum combines visual and auditory perception of Ishaan in one time.



Figure 9. Ishaan is listening to the recorder while he is reading the text

From above steps of reading, Mr. Nikum has applied second method to use visual, auditory and kinesthetic modality. Beside it, Mr. Nikum also has applied another way to show a sound combination of the words which are of the same group, noun by two consonants and two vocals (Letchumy, 2008: 136). He guides Ishaan to practice his visual and auditory perception in different ways, such as asks Ishaan to read the words in a blackboard. Also, Mr. nikum uses a voice recording of text reading to help Ishaan's reading. Yet, in Gillingham and Stillmaan theory does not suggest teaching dyslexic children by using a recording.

The next practices is arithmetic. Mr. Nikum guides Ishaan to write number on a blackboard first. This way he asks Ishaan to try writing number “8” on a big size then on a medium size and finally on a small size in a blackboard. As a result, Ishaan can write number “8” in appropriate size. This way can help Ishaan to shaper his visual memory of characteristic in number 8 and kinesthetic perception, in body movement.

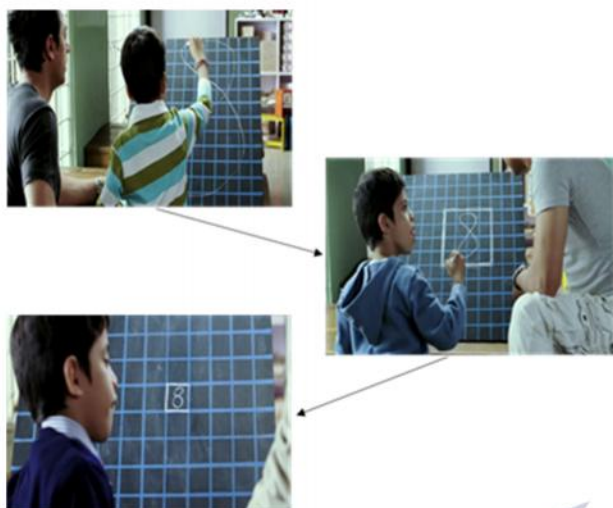


Figure 10. Ishaan writes number "8" on a blackboard

Beside it, Mr. Nikum teaches Ishaan in another way. He has written numbers in order in ladder-steps. Then he guides Ishaan to take steps based on his instruction. In order word, Ishaan does mathematic operation through those ladder-steps. Mr. Nikum asks Ishaan to begin his instruction from -1 then add 3, and add 5. Then Mr. Nikum asks Ishaan about the result. And finally Ishaan answers +7. It means that Ishaan have understood the arithmetic concept, and plus-minus numbers.



Figure 11. Ishaan practices the arithmetic in ladder-steps

From above explanation of arithmetic, Mr. Nikum has applied to teach Ishaan in the second and third method. For the second method in using of variety of sense of body in teaching through visual, auditory and kinesthetic modality, Mr. Nikum asks Ishaan to write number 8 from big size up to small size. And for the third method in approaching of moving steps from the easiest level to the hardest, Mr. Nikum asks Ishaan to do mathematic operation based on Mr. Nikum instruction by using ladder-steps. Yet, in Gillingham and Stillman theory is not explained by using ladder-steps as the medium. Those are to practice Ishaan's visual perception especially spatial relation and object recognition.

Finally, those steps above can solve Ishaan's problem and he is recovered from dyslexia symptom. He can read, write and do arithmetic operation. He can recognize and differentiate the new word, a similar forms of letters and the symbol of arithmetic.

CONCLUSION

In *Taare Zameen Par* movie, Mr. Nikum applies all three learning concepts for learning disability in writing, reading and arithmetic such as; first, teaching phonic directly through introducing the alphabets and it sounds, followed by ability to produce sound by combining words; second, use of variety of sense of body in teaching through visual, auditory, and kinesthetic modality; and the last, approaching of moving steps from the easiest level to the hardest level. Mr. Nikum applied the first and second method to Ishaan in teaching phonics. Mr. Nikum uses some media to practice it, those are a sand box, oil painting, and wax. For teaching in writing, Mr. Nikum applies second and third method. In contrast to teach reading, he applies second method only. By helping tape recorder is used Ishaan to practice his auditory ability deeply. Beside it, in teaching arithmetic, Mr. Nikum applies second and third method. Mr. Nikum asks Ishaan to write number "8" on blackboard from the easier to hardest level. Also, Ishaan uses ladder-step to understand the concept of positive - negative number and mathematic operation. And finally Ishaan's problem can be solve and he is recover from dyslexia.

SUGGESTIONS

This study is expected to be used as a reference for further researches, especially the researches who are interested in this similar research are suggested to discuss about dyslexia more deeply. It is better if the other researcher will analyse the dyslexic children in the real life, means does not research movie. In addition to the other researcher should find one element of visual perception which is visual closure and explain it clearly because in this research did not find any data related it.

And also, the writer hopes the readers will get and gain the knowledge about a dyslexic character in *Tare Zameen Par* movie through this research paper. Besides, the data might become a reference for teachers while teaching. They should careful in order to instruct students. The teachers are suggested to apply Gillingham and Stillman's theory as well and use various substitution medium to attract them in teaching reading, writing and arithmetic.

The criticisms and suggestion will be happily appreciated and welcomed regarding the imperfection of this research.

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