

**DYSLEXIA PORTRAYED IN THE MOVIES
TAARE ZAMEEN PAR AND IKHSAN, MAMA I LOVE YOU:
A COMPARATIVE STUDY**

THESIS

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**ENGLISH STUDY PROGRAM
LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA**

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**Presented to
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in partial fulfillment of the requirements
for the degree of *Sarjana Sastra***

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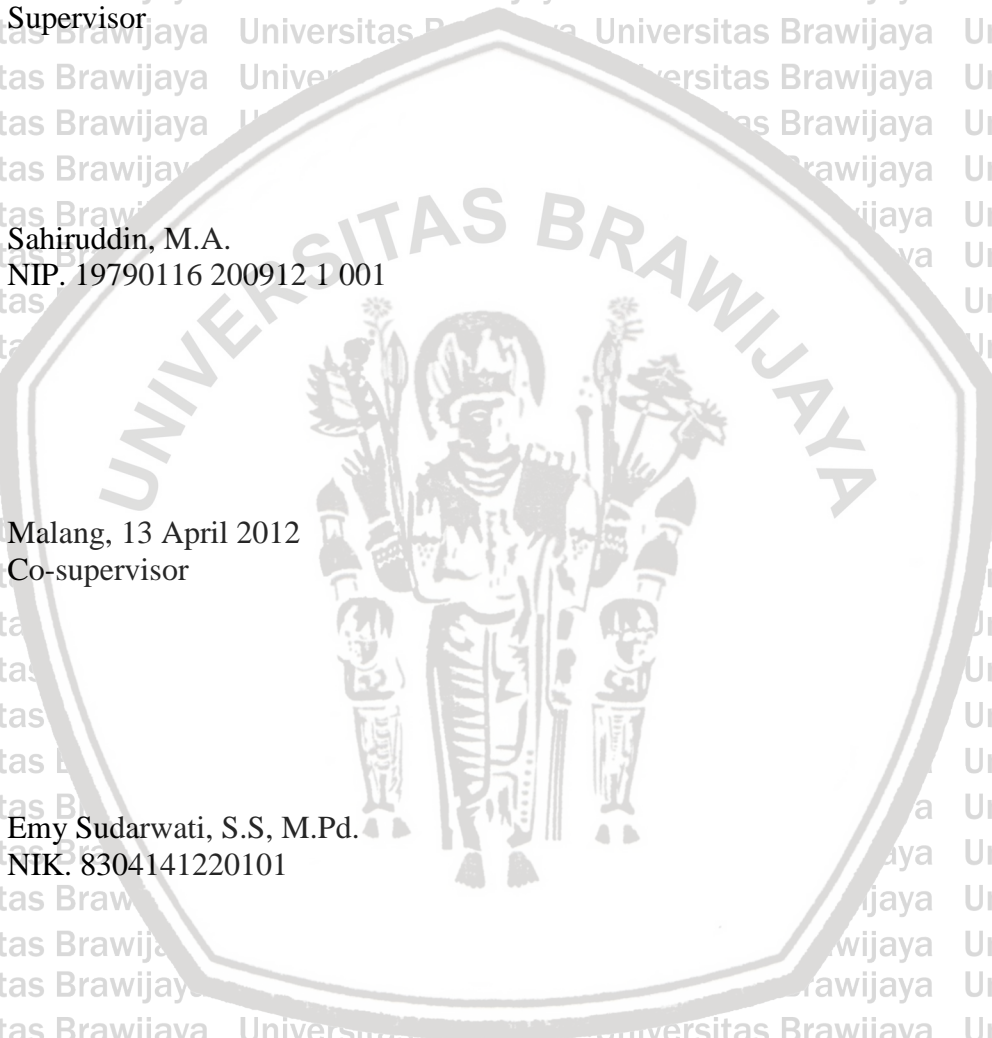
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ABSTRACT

Rahayu, Tri, B. 2012. **Dyslexia Portrayed in the Movies *Taare Zameen Par* and *Ikhsan, Mama I Love You***. English Study Program, University of Brawijaya.
Supervisor: Sahiruddin; Co-supervisor: Emy Sudarwati.

Keywords: dyslexia, similarities, differences, symptoms of dyslexia

Reading and learning are the two things that determine the success of a child during his school career. First he learns to read, then he reads to learn. Reading is therefore of paramount importance in the educational process. Unfortunately poor reading skills, and poor learning skills, have become a reality for an alarming number of children. In fact, there are some children who have difficulty in reading or learning to read called dyslexia.

There are some movies telling about the children who suffer from dyslexia with a variety of different symptoms, for examples are reflected in the film *Taare Zameen Par* and *Ikhsan, Mama I Love You*. Therefore, the writer conducted a study of the existing portrayed of dyslexia in those movies. This study is aimed to find out the similarities and the differences of learning disabilities as reflected through dyslexia symptoms on dyslexic character. Qualitative approach is used to have an in depth analysis in order to give meaning to the finding of this study.

According to du Plessis (2010) there are 8 symptoms of dyslexia. The dyslexic characters in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You* have similarities. They are reflected through symptoms of dyslexia namely 1) directional confusion like reversing letter; mirroring letter, number and words; 2) sequencing difficulties such as putting letters or words in the wrong order and having trouble remembering the order of alphabet; and 3) having difficulty in math such as having a problem with numbers and calculations and mental arithmetic.

Then differences of dyslexia symptoms by Ihsaan, the dyslexic character in *Taare Zameen Par*, who produces other symptoms of dyslexia such as spelling words as they sound and unable to write or match the appropriate letter when given the sound. While Ikhsan, dyslexic character in *Ikhsan, Mama I Love You* only produces 3 symptoms and does not produce other symptoms.

ABSTRAK

Rahayu, Tri, B. 2012. **Gambaran Disleksia dalam Film Taare Zameen Par dan Ikhsan, Mama I Love You : Studi Perbandingan**. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (I) Sahiruddin (II) Emy Sudarwati.

Kata Kunci: disleksia, persamaan, perbedaan, gejala disleksia

Membaca dan belajar adalah dua hal yang menentukan keberhasilan seorang anak dalam karir sekolahnya. Pertama dia belajar untuk membaca, maka dia membaca untuk belajar. Oleh karena itu, membaca sangat penting dalam proses pendidikan. Sayangnya kemampuan membaca yang buruk dan keterampilan belajar yang sedikit menjadi kenyataan yang mengkhawatirkan untuk anak-anak. Faktanya, ada beberapa anak yang mempunyai masalah kesulitan membaca atau belajar membaca yang disebut disleksia.

Ada beberapa film yang menceritakan tentang anak yang menderita disleksia dengan berbagai gejala yang berbeda, contohnya tercermin dalam film *Taare Zameen Par* dan *Ikhsan, Mama I Love You*. Oleh karena itu, penulis mengadakan studi tentang gambaran disleksia yang ada dalam kedua film tersebut. Studi ini bertujuan untuk menemukan persamaan dan perbedaan ketidakmampuan belajar yang tercermin dalam gejala disleksia dari karakter disleksia. Pendekatan kualitatif digunakan untuk analisa secara mendalam agar dapat memberikan makna terhadap temuan dari penelitian ini.

Menurut du Plessis (2010) ada 8 gejala disleksia. Karakter penderita disleksia dalam film *Taare Zameen Par* dan *Ikhsan, Mama I Love You* memiliki kesamaan. Seperti tercermin dalam gejala disleksia yaitu 1) bingung arah seperti membalikkan huruf; mencerminkan huruf, angka dan kata; 2) kesulitan dalam mengurutkan seperti menempatkan huruf atau kata dalam urutan yang salah dan kesulitan dalam mengingat abjad; dan 3) kesulitan dalam matematika seperti masalah dengan angka dan perhitungan dan mental aritmatika.

Sedangkan perbedaan gejala disleksia oleh Ikhsan, karakter penderita disleksia di *Taare Zameen Par*, memiliki gejala lain dari disleksia seperti mengeja kata seperti bunyinya dan tidak mampu menulis atau menyesuaikan huruf yang tepat ketika diujarkan. Sementara itu, Ikhsan, karakter penderita disleksia di *Ikhsan, Mama I Love You*, hanya memiliki 3 gejala dan tidak memiliki gejala lain disleksia.

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Malang, 18 Mei 2012

The Writer

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problems of the study, the objectives of the study and definition of the key terms.

1.1 Background of the Study

Reading and learning are the two things that determine the success of a child during his school career. First he learns to read, then he reads to learn. Reading is paramount importance in the educational process. Unfortunately poor reading skills, and poor learning skills, have become a reality for an alarming number of children (Edublox). In fact, there are some children who have difficulty reading or learning to read called dyslexia. Dyslexia is thought to be one of the most common learning disability. A learning disability is not a problem with intelligence or motivation. Children with learning disabilities are not lazy or dumb. In fact, they are just smart as everyone else. It is caused by neurological differences in the way the brain receive and process information. Simply put, children and adults with learning disabilities see, hear, and understand things differently (Gina Kemp).

Dyslexia is the most common learning disability in children and persists throughout life. According to the U.S. National Institutes of Health, dyslexia is a learning disability that can hinder a person's ability to read, write, spell, and

sometimes speak (Perlstein, www.medicinenet.com). According to Kraft (2010), dyslexia is a specific reading disability due to a defect in the brain's processing of graphic symbols. Dyslexia is a learning disability that alters the way the brain processes written material (www.medicalnewstoday.com).

Dyslexia means a difficulty with language, words and letters so that the most obvious and persistent difficulties you will see will be with reading and writing, and very intractable difficulties with spelling, also with memory, especially sequences such as days of the week and months of the year, memory will be poor; personal organization will be poor in almost every circumstance. Dyslexia is not caused by sensory impairment, poor environmental conditions, cultural differences, or lack of motivation. Dyslexia is a neurological condition. Simply put, a dyslexic's brain is just wired differently. A child may easily mistake the letter "m" for "n" or "d" for "b". There is nothing wrong with his eyesight, his brain just sees the letters that way. (www.dyslexia-international.org/WhatIs.htm)

Dyslexia affects people of all ethnic backgrounds, although a person's native language can play an important role. A language where there is a clear connection between how a word is written and how it sounds, and consistent rules grammatical rules, such as English, where there is often no clear connection between the written form and sound, as in words such as 'cough' and 'dough', can be more challenging for a person with dyslexia (Kraft, www.medicalnewstoday.com). For instance, the work of Paulesu and colleagues (2001) recently based on the findings that the number of English speakers in the diagnosis of dyslexia is about two times more than the speakers of Italian. This fact has nothing to do with

the complexity of the two languages. English consists of phonemes, which can be spelled with a 1120 different ways. Conversely Italian consists of 25 phonemes, which can be spelled 33 different ways. As a result, children who speak Italian in learning read much faster than children who speak English and have little likelihood of experiencing a variety of reading disorders. (Pinel, 2009).

Dyslexia can go undetected in the early grades of schooling. The child can become frustrated by the difficulty in learning to read, and other problems can arise that disguise dyslexia. The child may show signs of depression and low self-esteem. Behavior problems at home as well as at school are frequently seen. The child may become unmotivated and develop a dislike for school (Perlstein, www.medicinenet.com).

Lately, some of researchers did research about dyslexia. One of the researches is conducted by Aini (2010) in her research "A Psycholinguistic Study on Language Disorder of a Dyslexic Character in the Movie "Like Stars on Earth". Her research focused on the types of difficulties of the dyslexic character and the method to overcome the difficulties. She used Levinson (Syndrome of Dyslexia) and Lerner's (perception) theories to analyze data related to learning difficulties and Gillingham and Stillman's theory to analyze the method which was used by Mr. Nikum to overcome Ishaan's learning difficulties.

In 2008, Letchumy conducted a research entitled "Disleksia dalam Konteks Pembelajaran Bahasa di Malaysia" using qualitative approach. He surveyed 20 students on fifth grade in Sekolah Kebangsaan Serdang which suffered from reading disorder. He selected them who suffered from dyslexia traits by using

dyslexia syndrome theory (Levinson: 1994) then the subjects became 7 students.

After he got seven subjects, he gave the subjects some tests such as reading, recalling, writing and arithmetic based on his instructions. Letchumy used Jordan Writing Screening Test (JWST) and Jordan Oral Screening Test (JOST) as the instrument.

In this research, dyslexia is the subject because many people still cannot diagnose and understand what dyslexia is, especially Indonesian people. That is why the writer is interested in analyzing and comparing dyslexic characters. The sources of the data from this research are found from the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You* which tell about the dyslexic. These two movies present merely case of dyslexia but from different ethnic backgrounds. So, the effects of dyslexia vary from person to person. In this case, the writer is interested in comparing dyslexic characters from those two movies by using symptoms of dyslexia by du Plessiss (2010).

The movie *Taare Zameen Par* made its theatrical debut in India on December 21, 2007, and UTV Home Entertainment released a DVD for Indian audiences in 2008. A few years later, Walt Disney Home Entertainment released an international edition DVD titled *Like Stars on Earth*, marking the first purchase of distribution rights for an Indian film by a global company. In 2009, this movie became a nominee in Academy Awards as Best Foreign Film. Ambar Chakravarty noted the general accuracy of Ishaan's dyslexia in his article "*Taare Zameen Par* and dyslexic savants" featured in the *Annals of Indian Academy of Neurology*. Though Chakravarty was puzzled by Ishaan's trouble in simple

arithmetic, he reasoned it was meant to "enhance the image of Ishaan's helplessness and disability". The movie *Taare Zameen Par* tells about Ishaan Awasthi a 8 years old boy, who cannot write or spell any word appropriately.

Then his teacher, Mr. Nikum, the art teacher, perceives that there is something wrong with Ishaan. He tries to get the answer of his question by looking for some information from Ishaan's exercise books. He found that Ishaan has difficulty in writing such as writing letters or words in reverse (b for d, reversing t, s, 3, 4, 7, 9), difficulty in distinguishing between similar sounds in words; mixing up sounds in multi syllable words (for example, "anmllle" for animal). Then Mr. Nikum explains to Ishaan's family that Ishaan cannot read and write words even numbers properly like others because Ishaan suffers from dyslexia.

On the other hand, the movie *Ikhsan, Mama I Love You* produced by BiGMovie, Indonesia released in 2008, also presents merely the same case of dyslexia. One of psychologists living in Malang said that this movie reflected dyslexia because the characters perform dyslexic criteria for reading disorder such as difficulty in recognizing words, sequencing difficulty in alphabet, reading slowly but he has average intelligence so it affects the academic level. *Ikhsan, Mama I Love You* tells about Ikhsan Effendi, an 11 year old boy, who has difficulty in reading and concentrating both at school and at home. In addition, it is also spelled out in the movie explicitly especially by Mr. Harun when visiting and telling Ikhsan's family that Ikhsan suffers from dyslexia.

Therefore, the writer is interested in analyzing those two movies to describe the similarities and differences of learning disabilities on dyslexic character by

using symptoms of dyslexia by du Plessiss (2010). The writer attempts to conduct a research dealing with this subject and gives a title “Dyslexia Portrayed in the Movies *Taare Zameen Par* and *Ikhsan, Mama I Love You*: A Comparative Study”.

It is expected that the finding of this research can be useful for psycholinguistic students and lecture to give deeper description about dyslexia. The findings of the research are expected to be one of references and alternative information for the next researchers who are interested in dyslexia phenomenon. The last expectation is that this result of this study is useful for parents to detect their children if they suffer from dyslexia.

1.2 Problems of the Study

Based on the background of the study described above, the writer formulates two research problems as follow:

1. What are the similarities of learning disabilities as reflected through dyslexia symptoms on dyslexic character portrayed in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You*?
2. What are the differences of learning disabilities as reflected through dyslexia symptoms on dyslexic character portrayed in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You*?

1.3 Objectives of the Study

Based on the research problems stated, the objectives of this study are:

1. To describe the similarities of learning disabilities as reflected through dyslexia symptoms on dyslexic character portrayed in the movies *Taare*

Zameen Par and *Ikhsan, Mama I Love You*.

2. To describe the differences of learning disabilities as reflected through dyslexia symptoms on dyslexic character portrayed in the movies *Taare*

Zameen Par and *Ikhsan, Mama I Love You*.

1.4 Definition of Key Terms

- 1 **Dyslexia** : a learning disability that can hinder a person's ability to read, write, spell, and sometimes speak.
(www.medicinenet.com)
- 2 **Dyslexic** : people who suffers from dyslexia
- 3 **Taare Zameen Par** : a movie tells us about the struggles of a 8 year old boy with dyslexia
- 4 **Ikhsan, Mama I Love You** : a movie about a boy named Ikhsan who has difficulty in reading and concentrating either at school or at home.
- 5 **Learning Disabilities** : someone's difficulties when learning something either it is academic or non academic skills.

CHAPTER II

REVIEW RELATED OF LITERATURE

This chapter reviews theories connected with the study. They are psycholinguistics, learning disability, dyslexia, synopsis from *Taare Zameen Par* and *Ikhsan, Mama I Love You* movies, and previous studies.

2.1 Psycholinguistics

Psycholinguistics, also known as the psychology of languages, is the study of different factors that enable the human brain to understand different languages.

Psycholinguistics studies cover the whole process of how human brains get structured and meaningful sentences out of grammar and vocabulary and how they are able to understand text, word and different sentences (www.blurtit.com).

Psycholinguistics is the study of the acquisition, storage, comprehension, and production of language (Fon, www.ling.ohio-state.edu)

Psycholinguistics provides insights into how we assemble our own speech and writing and how we understand that of others; into how we store and use vocabulary; into how we manage to acquire a language can fail us (Field, 2004, p.ix)

In short, psycholinguistics is the study concerning with the relationship between human and language including comprehension of language, retrieval of the knowledge of language and also storage language.

2.2 Learning Disability

Learning disabilities, or learning disorders, are an umbrella term for a wide variety of learning problems. According to Logsdon (2012), learning disabilities are neurological differences in processing information that severely limit a person's ability to learn in a specific skill area. Lyness (2010) states learning disabilities are problems that affect the brain's ability to receive, process, analyze, or store information. These problems can make it difficult for a student to learn as quickly as someone who isn't affected by learning disabilities

Learning disability is childhood disorder characterized by difficulty with certain skills such as reading or writing in individuals with normal intelligence. Learning disorders affect the ability to interpret what one sees and hears or the ability to link information from different parts of the brain. These limitations can show up in many ways as specific difficulties with spoken and written language, coordination, self-control, or attention. Such difficulties extend to schoolwork and can impede learning to read or write, or to do math (MedicineNet, 2004)

Learning disabilities refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and/or non-verbal information. Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills: *oral language* (e.g., listening, speaking, understanding) *reading* (e.g., decoding, comprehension) *written language* (e.g., spelling, written expression) *mathematics* (e.g., computation, problem solving) (Getty & Mc Ginnity, 2003).

In short, learning disability is someone's difficulty when learning something either it is related to academic or non academic skills. Learning disabilities are often grouped by school-area skill set. If the child is in school, the types of learning disorders that are most conspicuous usually revolve around reading, writing, or math. One of learning disabilities is reading difficulty called dyslexia.

2.3 Dyslexia

The term "dyslexia" was introduced in 1884 by the German ophthalmologist, R. Berlin. He coined it from the Greek words *dys* meaning ill or difficult and *lexis* meaning word, and used it to describe a specific disturbance of reading in the absence of pathological conditions in the visual organs. In a later publication, in 1887, Berlin stated that dyslexia, "presuming right handedness," is caused by a left-sided cerebral lesion (du Plessis, www.dyslexia.learninginfo.org/). In 1968, the World Federation of Neurologists defined dyslexia as "a disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing, and spelling commensurate with their intellectual abilities".

According to the U.S. National Institutes of Health, dyslexia is a learning disability that can hinder a person's ability to read, write, spell, and sometimes speak (Perlstein, www.medicinenet.com/dyslexia/article.htm).

Dyslexia is a specific reading disability due to a defect in the brain's processing of graphic symbols. Dyslexia is a learning disability that alters the way the brain processes written material. According to Medilexicon's medical dictionary, dyslexia is impaired reading ability with a competence level below that

expected on the basis of the person's level of intelligence, and in the presence of normal vision, letter recognition, and recognition of the meaning of pictures and objects. Dyslexia is not a disease. It is a condition that you are born with, and it often runs in families. People with dyslexia are not stupid or lazy. Most have average or above-average intelligence, and they work very hard to overcome their learning problems (Kraft, 2010, Medical News Today).

In short, dyslexia is a difficulty in learning how to read or write and confusion in the ability to arrange words, numbers and letters.

2.3.1 Causes of Dyslexia

Dyslexia can be hard to diagnose. Several tests are done before a doctor concludes that a child has the disability. It is important to note here that a dyslexic child is not a result of bad parenting. There are actually a number of reasons that cause dyslexia. To know more about these, below are some of its causes. (www.
api.recaptcha.net)

1. Dyslexia can be hereditary. Studies show that a child who has a dyslexic parent or relative can possibly inherit the sickness.
2. A damage to the cerebral cortex or the left side of the brain can result to dyslexia. This is called primary dyslexia. Most of the time, children and even adults who have primary dyslexia may have a hard time spelling, writing, and reading. Based on studies, most people who have this type of disability are boys.

3. Another cause of this sickness is the hormonal development at the time the fetus is starting to develop. This type of dyslexia is called developmental or secondary dyslexia. Unlike primary dyslexia, children who have secondary dyslexia become better as they grow. This type of dyslexia is again more common in boys.

4. Although it rarely happens, injury to the brain, specifically to the part which is responsible to reading and writing, can cause dyslexia. This is commonly called trauma dyslexia.

5. A child who has problems with hearing at an early age can result to dyslexia. This usually happens when the child until five years of age gets throat infections or colds often. This is because whenever he gets such infections, hearing can sometimes be impaired. Most of the time, this impairment is not noticeable unless checked by the doctor. If the condition is not treated right away, the child's development is greatly affected. Since he cannot hear most of the time, the brain hardly makes connections with sounds. This results to problems with reading, writing, spelling, and speaking later on.

Those are several examples of the cause of dyslexia that can be noticed by experts/doctor and it should have medical check up to know whether someone is dyslexic or not.

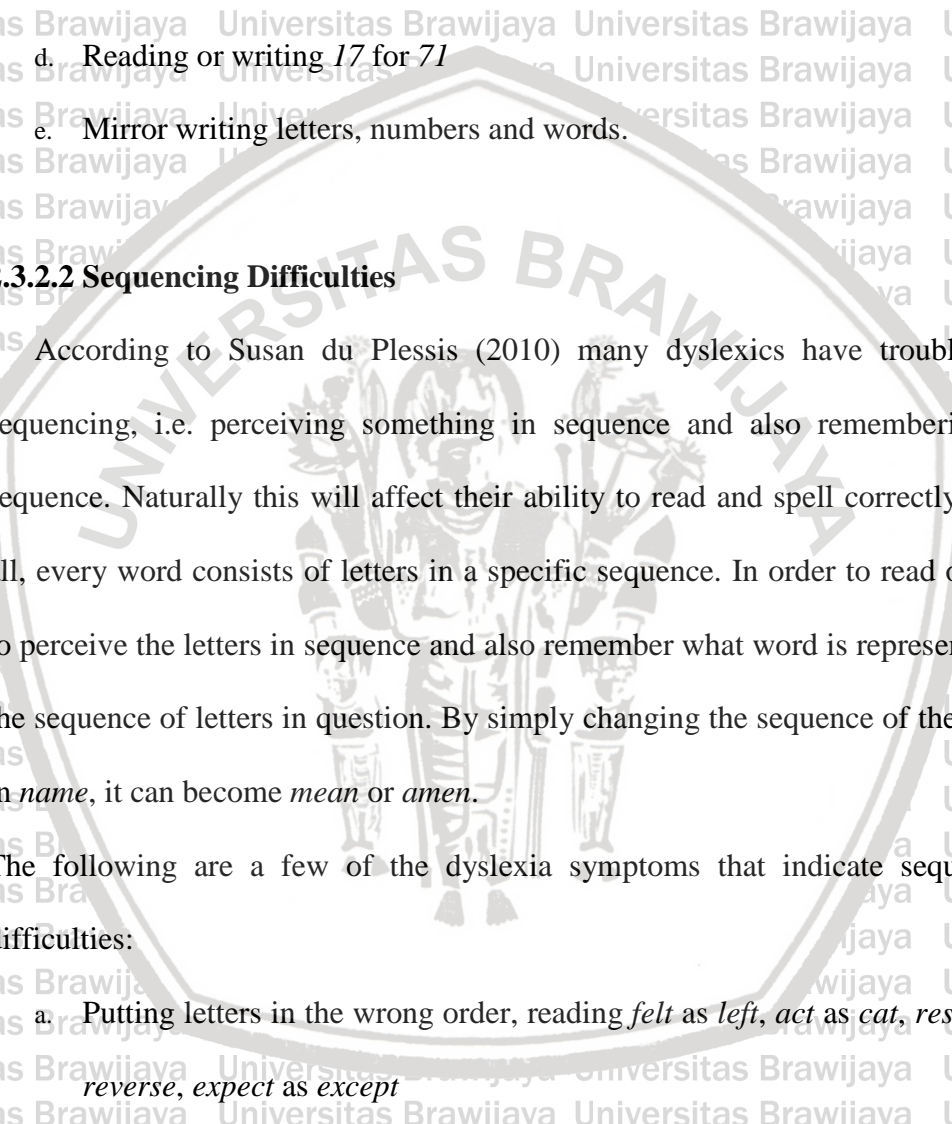
2.3.2 Symptoms of Dyslexia

Children can show signs of dyslexia even when they are as young as toddlers. It is important to understand that children suffer dyslexia in different ways; some children may exhibit greater difficulties than others while some may suffer a certain symptom in greater degree than other symptoms.

According to Susan du Plessis (2010) from her website <http://dyslexia.learninginfo.org/symptoms.htm> there are some symptoms of dyslexia. In addition, this research intends to analyze dyslexia portrayed as reflected in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You*. From several symptoms as stated by du Plessis there are some symptoms reflected in those movies. So this theory is going to be used to analyze symptoms of dyslexia in those two movies.

2.3.2.1 Directional Confusion

According to Susan du Plessis (2010) directional confusion affects concepts such as up and down, top and bottom, compass directions, keeping one's place when playing games, and ability to copy the gym teacher's movements when he is facing you. As many as eight out of ten severely dyslexic children have directional confusion. The percentage is lower for those with a mild condition. Directional confusion is the reason for reversing letters, whole words or numbers, or for so-called mirror writing. The following symptoms indicate directional confusion:

- 
- a. Reversing letters like *b* and *d*, or *p* and *q*, either when reading or writing
 - b. Inverting letters, reading or writing *n* as *u*, *m* as *w*, *d* as *q*, *p* as *b*, *f* as *t*
 - c. Reading or writing words like *no* for *on*, *rat* for *tar*, *won* for *now*, *saw* for *was*
 - d. Reading or writing *17* for *71*
 - e. Mirror writing letters, numbers and words.

2.3.2.2 Sequencing Difficulties

According to Susan du Plessis (2010) many dyslexics have trouble with sequencing, i.e. perceiving something in sequence and also remembering the sequence. Naturally this will affect their ability to read and spell correctly. After all, every word consists of letters in a specific sequence. In order to read one has to perceive the letters in sequence and also remember what word is represented by the sequence of letters in question. By simply changing the sequence of the letters in *name*, it can become *mean* or *amen*.

The following are a few of the dyslexia symptoms that indicate sequencing difficulties:

- a. Putting letters in the wrong order, reading *felt* as *left*, *act* as *cat*, *reserve* as *reverse*, *expect* as *except*
- b. Putting syllables in the wrong order, reading *animal* as 'aminal', *enemy* as 'emeny'
- c. Putting words in the wrong order, reading *are there* for *there are*

d. Writing letters in the wrong order, spelling *Simon* as 'Siomn', *time* as 'tiem', *child* as 'chidl'

e. Omitting letters, when reading or writing e.g. *cat* for *cart*, *wet* for *went*, *sing* for *string*

f. Having trouble remembering the order of the alphabet, strings of numbers, for example telephone numbers, the months of a year, the seasons, and events in the day

g. Having trouble in remembering the days of the week

h. Unable to repeat longer words orally without getting the syllables in the wrong order, for example words like *preliminary* and *statistical*

2.3.2.3 Difficulties with the Little Words

It is important to note that this is extremely common, and not a sign that a child is particularly careless or lazy.

The following are indications of problems with the little words:

a. Misreading little words, such as *a* for *and*, *the* for *a*, *from* for *for*, *then* for *there*, *were* for *with*

b. Omitting or reads twice little words like *the*, *and*, *but*, *in*

c. Adding little words which do not appear in the text

2.3.2.4 Late Talking

According to Susan du Plessis (2010) in most cases, a baby should be able to understand simple words and commands from the age of nine months. From around a year he should have already said his first words. By two he should have a vocabulary of up to 200 words, and be using simple two-word phrases such as "drink milk." By three he should have a vocabulary of up to 900 words and be using full sentences with no words omitted. He may still mix up his consonants but his speech should be comprehensible to strangers. By four, he should be fully able to talk, although he may still make grammatical errors.

If a child talks immaturely, or still makes unexpected grammatical errors in his speech when he is five years old, this should alert the parents to probable later reading problems. The parents should immediately take steps to improve the child's language.

2.3.2.5 Difficulties with Handwriting

According to Susan du Plessis (2010) some dyslexics suffer from poor handwriting skills. The word *dysgraphia* is often used to describe a difficulty in this area, and is characterized by the following symptoms:

- a. Generally illegible writing
- b. Letter inconsistencies
- c. Mixture of upper/lower case letters or print/cursive letters
- d. Irregular letter sizes and shapes
- e. Unfinished letters

- f. Struggle to use writing as a communicative tool

2.3.2.6 Difficulties with Math

The language of mathematics is often poorly understood by the dyslexic up until the age of twelve and even beyond. The word *dyscalculia* is often used to refer to this problem (du Plessis, 2010).

Difficulties with math can be identified by the following symptoms:

- a. Having a problem with numbers and calculations involving adding, subtracting and time tables
- b. Confused by similar-looking mathematical signs: + and \times ; -, \div and $=$; < (less than) and > (greater than)
- c. Unable to grasp that the words 'difference', 'reduction' and 'minus' all suggest 'subtraction'
- d. Understanding the term 'adding', yet be thrown if asked to 'find the total'
- e. Reversing numbers, and read or write 17 for 71
- f. Transposing numbers i.e., 752 – 572
- g. Having a difficulty with mental arithmetic
- h. Having a problem with telling the time

2.3.2.7. Bizarre Reading and Spelling

According to Susan du Plessis (2010) bizarre reading or spelling is a severe form of dyslexia and is characterized by the following symptoms:

a. Guessing wildly at words regardless of whether they make sense or not.

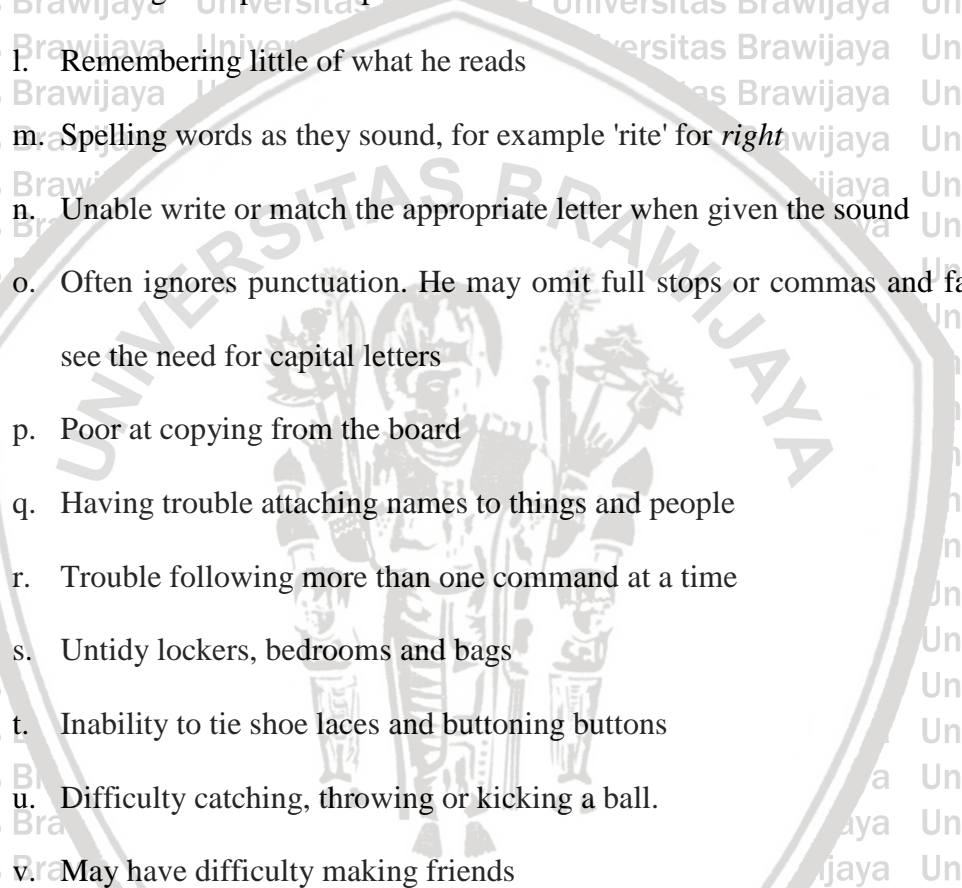
The following example to illustrate how some dyslexics guess wildly at words: "Now the children were discussing their new play. 'We need a brave person for the mountain rescue,' explained the boy," was read as "How the children were designing their new play. 'We need a brave man of the mount chishimse,' ixslating the boy"

b. Spelling bizarrely, for example *substance* spelled 'sepedns', *last* spelled 'lenaka', *about* spelled 'chehat', *may* spelled 'mook', *did* spelled 'don', or *to* spelled 'anianiwe'

2.3.2.8 Other Dyslexia Symptoms

According to Susan du Plessis (2010) children with dyslexia have other symptoms beside in reading, writing or doing arithmetic that indicate he suffers dyslexia by acts or gestures as follows:

- a. Making up a story, based on the illustrations, which bears no relation to the text
- b. Reading very slowly and hesitantly
- c. Losing orientation on a line or page while reading, missing lines or reading previously-read lines again
- d. Reading aloud hesitantly, word by word, monotonously
- e. Trying to sound the letters of the word, but is then unable to say the correct word. For example, sounds the letters 'c-a-t' but then says *cold*
- f. Mispronouncing words, or puts stress on the wrong syllables

- 
- g. Reading only in the present tense although the text is in the past
 - h. Foreshortening words, for example 'portion' for *proportion*
 - i. Substituting another word of similar meaning, for example *dog* for *pup*
 - j. Omitting prefixes, omits suffixes or adds suffixes
 - k. Reading with poor comprehension
 - l. Remembering little of what he reads
 - m. Spelling words as they sound, for example 'rite' for *right*
 - n. Unable write or match the appropriate letter when given the sound
 - o. Often ignores punctuation. He may omit full stops or commas and fail to see the need for capital letters
 - p. Poor at copying from the board
 - q. Having trouble attaching names to things and people
 - r. Trouble following more than one command at a time
 - s. Untidy lockers, bedrooms and bags
 - t. Inability to tie shoe laces and buttoning buttons
 - u. Difficulty catching, throwing or kicking a ball.
 - v. May have difficulty making friends

Those symptoms are able to be seen from dyslexic gestures when she/he does her/his activities.

2.3.3 Types of Dyslexia

According to *British Dyslexia Association* (1999) (as cited in Letchumy, 2008) dyslexia is divided into three types such as visual dyslexia, auditory dyslexia and visual-auditory dyslexia.

2.3.3.1 Visual Dyslexia

According to Letchumy (2008, p.119) “visual dyslexia refers to child who can see well but could not distinguish, interpret, or remember what he has seen”.

In visual dyslexia, the children have poor visual cue processing but normal hearing because a neurological weakness in the magnocellular area of the thalamus of the brain where rapid processing of visual cues takes place leads to the manifestations. (www.dyslexiasymptoms.net)

Symptoms of Visual Dyslexia are characterized by children who have the following problems:

- a. Discriminate letters or words that look quite similar. Some are not able to distinguish the characteristics of the word (beg and bog) and some can not distinguish the form of the word (ship and Snip).
- b. Slow rate of perception. Children spend some time to recognize the word. They have trouble in recognizing words or pictures shown with a rapid rate.
- c. Read and write words with inverted (big - dig) or inverted (m and w, n and u)
- d. Reminding the letter sequence in the word (pan remembered as the pna, nup or pun).

d. Visual memory, whether in connection with the language or not the language (nonverbal). They are difficult to revisualize (remember way back what has been seen).

e. Paintings do not contain details or important features.

f. Solve problems that require analysis and synthesis skills like connecting jigsaw puzzle.

g. Diagnostic tests in reading, they are more skilled in tests that require listening skills from tests that require visual memory skills.

h. More like, and skilled in the auditory activities, for example, he remembered the story he hears while they can not read the story.

It can be concluded that visual dyslexia is a dyslexic who has difficulty with his/her visualization but he/she still good in auditory skills.

2.3.3.2 Auditory Dyslexia

According to Letchumy (2008, p.119) “children who suffer auditory dyslexia faced problems to distinguish similarities and differences between sounds they heard, identify sounds in each words, blend sounds to make words, and to divide words into in certain syllables but have normal visual processing”.

Symptoms of Auditory Dyslexia

1. Children face discrimination and auditory perception.

a. For example: children are able to hear the rhyme at the beginning or the end of words like *boy* and *big* and *the mat* and *the cat*.

b. Children is difficult to discriminate vowel in words like *pin*, *pan* and *pen* if isolated, but only if given the context of discriminatory vocals.

c. Children is hard to find words that rhyme (*hill*, *jill*, *pill*) similar to the word given.

2. Children have problems in auditory analysis and synthesis. Spoken language is good, but children have trouble dividing words into syllables or individual sounds.

a. For example: if given the word “buku”, he is difficult to analyze the word to bu..ku.. (Problem analysis)

b. For example: if given the individual phonemes, he could not interfere phonemes into syllables or words (syntax problem)

3. Children cannot be reauditorize (recall the sound / pronunciation of the word) sound or a word even if they remember the meaning of the word. Children are usually better in silent reading than oral reading. Children read the words always the words that have the same meaning. For example, *The dog is eating his dinner* be read as *The puppy is eating the food*.

4. Children sequence difficulty or auditory sequent. Children sometimes miss arrangement of sound words, especially words that has a number of syllables (for example, *enemy* referred as *emeny*, or *kitchen* referred as a *chicken*).

5. Children prefer visual activities such as in carpentry and athletics because they are weak in tasks that require auditory memory, memory order or auditory discrimination. In diagnostic tests, children often have low scores for the

memory for sentences, blending (phonemes which are given), syllabication, and rhyming.

It can be concluded that auditory dyslexia is a dyslexic who has difficulty in auditory skills, but he/she still good in visual skills.

2.3.3.3 Visual-Auditory Dyslexia

According to Letchumy (2008, p.120) children in this category have difficulty using the two senses, namely sight and hearing. The result will be an interruption in the admissions process through visual and auditory information. Often these children will suffer low self-esteem and very negative.

2.4 Synopsis of *Movie Taare Zameen Par*

Ishaan Awasthi is an eight year old boy whose world is filled with wonders that no one else seems to appreciate; colours, fish, dogs and kites are just not important in the world of adults, who are much more interested in things like homework, marks and neatness. And Ishaan just cannot seem to get anything right in class.

When he gets into far more trouble than his parents can handle, he is packed off to a boarding school to 'be disciplined'. Things are not different at his new school, and Ishaan has problem with the added trauma of separation from his family.

One day a new art teacher bursts onto the scene. He is Ram Shankar Nikumbh, who infects the students with joy and optimism. He breaks all the rules of 'how

things are done' by asking them to think, dream and imagine, and all the children respond with enthusiasm, all except Ihsaan. Nikumbh soon realizes that Ihsaan is very unhappy, and he sets out to discover why. With time, patience and care, he ultimately helps Ishaan find himself.

2.5 Synopsis of Movie *Ikhsan, Mama I Love You*

Ikhsan is a boy who likes to wander, have adventure and play truant from school. He has been living in 3rd grade for 2 years. His classmates and teachers consider him stupid and lazy. He was often punished severely by his teacher because he could not write and read well. As the result, his math is also a big zero. Ikhsan can not be disciplined at home and also made his parents began to be overwhelmed. One day he got into a fight and finally his parents knew Ikhsan hide his last report card. Ikhsan was excluded from school, because he was considered retarded.

Ikhsan's father was using his power to try to get Ikhsan into a dormitory in the middle of the semester. Ikhsan was successfully accepted in that school, but because he cannot be independent, consequently he became more insecure. Dormitory was hard and disciplined and sensitive. Ikhsan eventually suffered severe depression and silent. His emotion goes up and down and unstable. Ikhsan started to get so grumpy, angry and blames himself why he was born to be lazy.

One day, the school got a boarding new art teacher, Harun, who loves to dance and art work. Harun was sympathetic to Ikhsan as he was also used to have the same problem with Ikhsan of "dyslexia", that is a condition that makes people to have different knowledge absorption; conditions that are owned by: Albert Einstein, Leonardo DaVinci, and many more figures that change the world.

Harun was trying to help Ikhsan demonstrate exceptional ability to Ikhsan's colleagues - fellow teachers and also Ikhsan's parents. In a drawing contest, Ikhsan was found to be more confident and won the hearts of his teachers.

2.6 Previous Studies

Dyslexia is not a new case in psycholinguistics. **Dyslexia is a specific learning disability, neurological in origin that is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. It is worrying case, that is why there are many researchers and experts conducted research about dyslexia.** One of the researches is conducted by Aini (2010) in her research "A Psycholinguistic Study on Language Disorder of a Dyslexic Character in the Movie "Like Stars on Earth". Her research focused on the types of difficulties of the dyslexic character and the method to overcome the difficulties. She used Levinson (Syndrome of Dyslexia) and Lerner's (perception) theories to analyze data related to learning difficulties and Gillingham and Stillman's theory to analyze the method which was used by Mr. Nikum to overcome Ishaan's learning difficulties. The result of her thesis, the dyslexic character, Ishaan, experienced all three kinds of dyslexia and learning difficulties as well. Those are reading, writing, and arithmetic disorder/difficulty. That happens because the character does not use five elements of visual and auditory perception for each basically academic skill. Mr. Nikum had applied methods of Gillingham and Stillman method and he gave Ishaan some variants of

subs medium in teaching to overcome the difficulties. Then, Ishaan can read, write and do arithmetic calculation like normal children.

In 2008, Letchumy conducted a research entitled “*Disleksia dalam Konteks Pembelajaran Bahasa di Malaysia*” using qualitative approach. He surveyed 20 students on fifth grade in Sekolah Kebangsaan Serdang which suffered from reading disorder. He selected them which suffered dyslexia traits using dyslexia syndrome theory (Levinson: 1994) then the subjects became 7 students. After he got seven subjects, he gave the subjects some tests such as reading, recalling, writing and arithmetic based on his instructions. Letchumy used Jordan Writing Screening Test (JWST) and Jordan Oral Screening Test (JOST) as the instruments. Those are to diagnose the subjects’ reading level. The result of his research, there are two types of dyslexia in the reading aspects of Malay Language; visual dyslexia and auditory dyslexia.

This study has similarities and differences with Aini’s study. The similarities with Aini’s work are these two studies investigate about dyslexia phenomena and the subject being analyzed is dyslexic character in the movie *Taare Zameen Par*.

This study and previous study one is that this study will compare the similarities and the differences of language learning difficulties on dyslexic character portrayed in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You* used symptoms of dyslexia proposed by du Plessis (2010). The difference with

Letchumy’s, this study uses movies as the subject. Letchumy’s subjects are 7 students on fifth grade in Sekolah Kebangsaan Serdang which suffered from

reading disorder. He used Jordan Writing Screening Test (JWST) and Jordan Oral Screening Test (JOST) as the instruments.



CHAPTER III

RESEARCH METHODS

This chapter presents the methodology employed in this study. It comprises research design, data sources, data collection, and data analysis.

3.1 Research Design

This research is qualitative research. Qualitative research deals with data that are in the form of words, rather than number and statistics. The qualitative research attempts to arrive at a rich description of the people, objects, events, places, conversations, and so on (Ary et al, 2002, p. 425). In this study, the writer did not correlate between variables, indeed the writer used visual and textual data in *Taare Zameen Par* and *Ikhsan, Mama I Love You* movies. In short, the data were analyzed qualitatively without using number or statistical calculation. This study attempts to arrive at a rich description of dyslexic characters in those movies.

Then, because the data were from snapshots and utterances from the movies, so the type of research is a document or content analysis. According to Ary et al. (2002, p. 27) "document or content analysis focuses on analyzing and interpreting recorded material within its own context. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, and so on". This research described similarities and differences of learning disabilities on dyslexic character portrayed in 2 movies, namely *Taare Zameen Par* and *Ikhsan, Mama I Love You*.

3.2 Data Sources

The data were taken from 2 movies, namely *Taare Zameen Par* and *Ikhsan, Mama I Love You*. The writer had concerned these two movies as the only movies which provide more elaborated description case of dyslexia starting from learning disabilities, social interaction, and self confidence. The data of this study were snapshots which show acts or gestures of dyslexic characters reflecting their learning mistakes such as in reading, writing and doing arithmetic and utterances of dyslexic characters which indicate dyslexia symptoms as explained by du Plessis (2010).

3.2 Data Collection

In collecting the data, the writer applied some steps as follows :

1. Watching both movies to observe the data.
2. Capturing the snapshots (see Appendices 1 and 2) containing dyslexic's mistake during learning process and acts or gestures of dyslexic characters. Then, transcribing the snapshots which are containing dyslexic's mistakes during learning process.
3. Taking note of utterances of dyslexic's mistakes.

3.4 Data Analysis

The writer used the following steps in analyzing the data:

1. Classifying the data
2. Analyzing similarities and differences of learning disabilities based on symptoms of dyslexia proposed by du Plessis (2010). The data were organized in the following table :

Table 3.1 Example of Table Form to Investigate Symptoms of Dyslexia

no	Taare	Symptoms of dyslexia								no	Ikhsan	Symptoms of dyslexia							
	Zameen	(2010)									Mama	(2010)							
	Par	1	2	3	4	5	6	7	8		I Love	1	2	3	4	5	6	7	8
											You								

- Note:
1. Directional Confusion
 2. Sequencing Difficulties
 3. Difficulties with little words
 4. Late talking
 5. Difficulties with handwriting
 6. Difficulties in math
 7. Bizarre reading and spelling
 8. Other dyslexia symptoms

2. Drawing conclusion from the findings.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the result of this study. The writer elaborates the finding and discussion. The finding reveals the data of this study, while the discussion covers data analysis that is established based on the theoretical frameworks and previous studies.

4.1 Finding

The finding of this research is derived from research problems in which the questions concern about similarities and differences of learning disabilities as reflected through dyslexia symptoms on dyslexic character portrayed in the movies of *Taare Zameen Par* (see Appendix 1) and *Ikhsan, Mama I Love You* (see Appendix 2) which were analyzed based on dyslexia symptoms explained by du Plessis (2010).

In this study the writer found that Ihsaan character in *Taare Zameen Par* who suffers from dyslexia shows 4 symptoms namely directional confusion, sequencing difficulties, difficulty in math and others symptoms such as spelling words as they sound and unable to write or match the appropriate letter when given the sound, while, Ikhsan character in *Ikhsan, Mama I Love You* who suffers dyslexia shows only 3 symptoms directional confusion, sequencing difficulties, and difficulty in math. Those symptoms show by character of Ihsaan in *Taare Zameen Par* and Ikhsan in *Ikhsan, Mama I Love You* are presented in Table 4.1.

Table continued

No	Taare Zameen Par	Symptoms of Dyslexia								Ikhsan, Mama I Love You	Symptoms of Dyslexia							
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8
26	Anmle → animal		✓															
27	Animl → animal		✓															
28	Enaml → animal								✓									
29	219 → SIR								✓									
30	7 → 7								✓									
31	4 → 4								✓									
32	9 → 9								✓									
33	E → 3								✓									
34	POT → TOP								✓									
35	Soiled → solid								✓									
36	3 x 9 = 3 → 3 x 9 = 27							✓										
37	7234 + 5168 = 12392 → 7234 + 5168 = 12402							✓										
38	6152 + 7315 = 13457 → 6152 + 7315 = 13467							✓										
	TOTAL	14	21					3	9								7	3
										TOTAL								

4.1.1 Similarities of Learning Disabilities in *Taare Zameen Par* and *Ikhsan, Mama I Love You*

The writer found similarities of learning disabilities by dyslexic character in *Taare Zameen Par* and *Ikhsan, Mama I Love You* in 3 symptoms of dyslexia.

4.1.1.1 Directional Confusion

Ihsaan, the dyslexic character in *Taare Zameen Par*, and Ikhsan, the dyslexic character in *Ikhsan, Mama I Love You* face problems by showing directional confusion symptoms such as reversing letter like *b* and *d* or *p* and *q* when writing. Ihsaan writes

1. “biffernt → different”, he reverses the letter ‘d’ into ‘b’.
2. “colleb → called”, he reverses the letter ‘d’ into ‘b’.

Ikhsan writes

1. “derikut → berikut”, he reverses the letter “b” into “d”
2. “qercakapan → percakapan”, he reverses the letter ‘p’ into ‘q’.

They also mirror letters, numbers or words when writing. Ihsaan writes

1. “~~subjective~~ → adjective”, he mirrors every letter
2. “DO□ → those”, he mirrors of letter ‘s’ → □ in irregular letter size
3. “Elephuntz → elephants” and “noze → nose” mirroring of letter ‘s’ into ‘z’
4. “~~For~~ → For” by mirroring letter ‘F’ into ‘~~F~~’
5. “Purpo□ → purpose”, he mirrors letter ‘s’ into ‘□’
6. “Le□s → legs”, he reverses the letter ‘g’ into ‘□’
7. “□IR → SIR”, he mirrors the letter ‘S’ and ‘R’

8. “ $\Gamma \rightarrow 7$ ”, “ $\text{H} \rightarrow 4$ ”, “ $\text{C} \rightarrow 9$ ”, “ $\square \rightarrow 3$ ”, he mirrors the numbers of 7, 4, 9, and 3

While Ikhsan writes “zemut \rightarrow semut” by reversing the letter ‘s’ into ‘z’.

4.1.1.2 Sequencing Difficulties

Ihsaan, the dyslexic character in *Taare Zameen Par*, and Ikhsan, the dyslexic character in *Ikhsan, Mama I Love You* face problems by showing sequencing difficulties symptoms such as trouble remembering the order of the alphabet. Ihsaan mentions alphabet ABCDLMNOXYZ that should be ABCDEFGHIJKLMNOPQRSTUVWXYZ. He does not mention all alphabets completely because he cannot remember all alphabets since he is underpressure to think that he will be moved to boarding school if he cannot mention alphabets correctly. Moreover, he deletes the letters “EFGHIJK” after D and “PQRSTUVWXYZ” after O. While Ikhsan character in *Ikhsan, Mama I Love You* mentions alphabet ABCD GFLMHJKY KLM that should be ABCDEFGHIJKLMNOPQRSTUVWXYZ. He has trouble in remembering the order of alphabet. He deletes the letter E after D, then inverts F and G, inverts L and H, deletes I after H, deletes NOPQRSTUVWXYZ after K, deletes Z after Y and keeps to try to correct it but only in part of KLM.

They also put letters in wrong order when reading or writing. Ihsaan reads

1. nropnou \rightarrow pronoun, he puts ‘n’ first followed by ‘r’, ‘o’, ‘p’, ‘n’, ‘o’, and ‘u’. Actually he should put ‘p’ first followed by ‘r’, ‘o’, ‘n’, ‘o’, ‘u’, and ‘n’.

2. ebvr → verb, he puts 'e' first followed by 'b', 'v', and 'r'. Actually he should put 'v' first followed by 'e', 'r' and 'b'.
3. berdav → adverb, he puts 'b' first followed by 'e', 'r', 'd', 'a' and 'v'. It is supposed to be 'a' followed by 'd', 'v', 'e', 'r' and 'b'.
4. esud → used, he inverts vocals 'u' and 'e'. Then, he should have put 'u' (**used**) in the beginning not 'e' (esud).
5. ansteid → instead, he inverts vocals 'i' and 'a'. Then, he should have put 'i' (**instead**) in the beginning not 'a' (ansteid).
6. deicrsbes, cesdribes → describe, firstly he inverts letters 'i' and 's'. Moreover, he inverts letters 'c' and 'd' in cesdribes → describe
7. nentesces → sentences, he inverts letters 'n' and 's'.
8. tcaion → action, he inverts letters 't' and 'a'.
9. POT → TOP, he inverts the consonants (t and p).

While Ikhsan writes

1. POT → TOP, he inverts the consonants (t and p)
2. kuham, mukuh, hkumu → hukum, firstly, he inverts letter 'k' and 'h', secondly, he puts 'm' in the beginning not 'h' (**Mukuh**), thirdly he writes hkumu should put letter 'u' after 'h' (**hukum**) not 'm' then 'u' (hkumu)
3. benerang → berenang, he inverts letters 'n' and 'r'.

4.1.1.3 Difficulty in Math

Ihsaan, the dyslexic character in *Taare Zameen Par*, and Ikhsan, the dyslexic character in *Ikhsan, Mama I Love You* have difficulty in math, such as a problem with numbers and calculations, and mental arithmetic. Ihsaan understands the term 'adding', yet he is thrown if he is asked to find the total such as $7234+5168=12392 \rightarrow 7234+5168=12402$. He forgets to add the result from previous calculation in which he still has one more number. $6152+7315=13457 \rightarrow 6152+7315=13467$. Next, he makes mistake in one part in which $5+1=5$ it should be 6. He has a problem with calculation like $3 \times 9 = 3 \rightarrow 3 \times 9 = 27$, he is able to put numbers in right order. It is shown when he imagines number one as Mercury, number two as Venus, number three as Earth, number four as Mars, number five as Jupiter, number six as Saturn, number seven as Uranus, number eight as Neptune, and number nine as Pluto. He does not face any problem in remembering the order of numbers yet, he cannot operate the multiplication. It is because he does not understand the symbol of multiplication (x). On the other hand, he only focuses on number three not nine. That is why, 3 multiplied by 9 is 3. Furthermore, Ikhsan has difficulty with mental arithmetic such as $1 \times 4 = 3 \rightarrow 1 \times 4 = 4$; $5 \times 6 = 12 \rightarrow 5 \times 6 = 30$, he does not understand the symbol of multiplication (x). Thus, 1 multiplied by 4 is 3 not 4, while 5 multiplied by 6 is 12; 10 minus 2 becomes 6. He is confused if he is asked to find out the total, but when the teacher asks him to count by his fingers he can answer correctly.

From the explanation above, the writer summarized similarities of symptoms found in *Taare Zameen Par* and *Ikhsan, Mama I Love You* movies in table 4.2 below.

Table 4.2 The Similarities of *Taare Zameen Par* and *Ikhsan, Mama I Love You*

Symptoms of Dyslexia	Taare Zameen Par	Ikhsan, Mama I Love You
Directional Confusion <ul style="list-style-type: none"> reversing letter like <i>b</i> and <i>d</i> or <i>p</i> and <i>q</i> when writing mirroring letters, numbers or words when writing 	<ul style="list-style-type: none"> biffernt → different colleb → called subjective → adjective DO → Those elephuntz → elephants noze → nose For → For Purpo → purpose Le → legs IR → SIR 7 → 7 4 → 4 9 → 9 3 → 3 	<ul style="list-style-type: none"> derikut → berikut qercakapan → percakapan zemut → semut
Sequencing difficulties <ul style="list-style-type: none"> having trouble in remembering the order of the alphabet putting letters in the wrong order when reading or writing 	<ul style="list-style-type: none"> ABCDLMNOXYZ → ABCDEFGHIJKLMNOPQSTUVWXYZ nropnou → pronoun ebvr → verb berdav → adverb esud → used ansteid → instead deicrsbes, cesdribes → describe nentesces → sentences tcaion → action POT → TOP 	<ul style="list-style-type: none"> ABCD GFLMHJKY KLM → ABCDEFGHIJKLMNOPQRSTUVWXYZ kuhum, mukuh, hkumu → hukum benerang → berenang POT → TOP
Difficulty in math <ul style="list-style-type: none"> having problem with numbers and calculations, and mental arithmetic 	<ul style="list-style-type: none"> 7234+5168=12392 → 7234+5168=12402 6152+7315=13457 → 6152+7315=13467 3 x 9 = 3 → 3 x 9 = 27 	<ul style="list-style-type: none"> 1x 4 = 3 → 1x4=4 5x6=12 → 5x6=30 10-2=6 → 10-2=8

4.1.2 Differences of Learning Disabilities in *Taare Zameen Par* and *Ikhsan, Mama I Love You*

The writer found differences of learning disabilities produced by Ihsaan the dyslexic character in *Taare Zameen Par* and Ikhsan the dyslexic character in *Ikhsan, Mama I Love You*. Ihsaan in *Taare Zameen Par* produces other symptoms of dyslexia such as spelling words as they sound

1. "tabel → table", he writes "tabel" because it is sound /teibəl/
2. "purpo□ → purpose", he writes "purpo□" because in pronouncing "purpose" the letter 'e' is plosive
3. "wat → what", he writes "wat" because the letter 'h' is plosive
4. ar → are, he writes "ar" because the letter 'e' is plosive

besides, the dyslexic character are unable to write or match the appropriate letter when given the sound,

1. d → the, he cannot differentiate both phones 'd' /di:/ and 'the' /ðə/, /ði:/
2. DO□ → those, he cannot differentiate both phones 'd' /dos/ and those /ðo□z/
3. elephuntz → elephants, he cannot differentiate phones 'a' /elifənt/
4. colleb → called, he cannot differentiate phones 'a' /kold/
5. anmle, enaml → animal, he cannot differentiate phones /□niməl/
6. soiled → solid, he cannot differentiate phones /soild/ and /salid/

On the other hand, Ikhsan, the dyslexic charater in *Ikhsan, Mama I Love You* only produce 3 symptoms and not produces other symptoms.

Thus, the writer organized differences of symptoms found in *Taare Zameen Par* and *Ikhsan, Mama I Love You* movies into table 4.3.

Table 4.3 The Differences of *Taare Zameen Par* and *Ikhsan, Mama I Love You*

Symptoms of Dyslexia	<i>Taare Zameen Par</i>	<i>Ikhsan, Mama I Love You</i>
Other symptoms <ul style="list-style-type: none"> • spelling words as they sound • unable to write or match the appropriate letter when given the sound 	<ul style="list-style-type: none"> • tabel → table • purpo□ → purpose • Wat → what • ar → are • d → the • DO□ → those • elephuntz → elephants • colleb → called • anmle, enaml → animal • soiled → solid 	

4.2 Discussion

In this discussion, the writer presents detailed explanation about similarities and differences of learning disabilities as reflected through dyslexia symptoms of dyslexic character portrayed in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You* according to du Plessis (2010) symptoms of dyslexia.

The similarities of learning disabilities on dyslexic character found in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You* based on dyslexia symptoms proposed by du Plessis (2010) are directional confusion such as reversing letter when reading or writing (*b* and *d*, or *p* and *q*) and mirroring letter, number and words; sequencing difficulties such as putting letters or words in the wrong order and having a trouble in remembering the order of alphabet; and having difficulty in doing math.

The differences of learning disabilities on dyslexic character found in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You* based on dyslexia symptoms proposed by du Plessis (2010) are Ikhsan dyslexic character in *Ikhsan, Mama I Love You* only produces 3 symptoms such as directional confusion, sequencing difficulties, difficulty in math. Meanwhile, Ihsaan the dyslexic character in *Taare Zameen Par*, produces 4 symptoms. He produces other symptoms of dyslexia which is different from Ikhsan's symptoms. The other symptoms that he produces such as spelling words as they sound and unable to write or match the appropriate letter when given the sound.

As stated by du Plessis (2010) dyslexics usually show certain gestures which indicate that they are different from normal persons such as difficulty catching, throwing or kicking a ball; making up a story, based on the illustrations, which bears no relation to the text; trouble following more than one command at a time; may have difficulty making friends; inability to tie shoe laces and buttoning buttons; untidy lockers, bedrooms and bags. Those characteristics are found in two characters in *Taare Zameen Par* and *Ikhsan, Mama I Love You*.

Ihsaan in *Taare Zameen Par* has difficulty to catch or throw a ball. He throws the ball outside the gate when his friends ask him to throw the ball to them. Moreover, he always daydreams. When he has breakfast, he imagines about train, bird and dragon and makes him forget to eat his breakfast. Next, he cannot follow his teacher's command in English class. For example, when he is asked to open page 38, chapter 4, paragraph 3; he cannot spell letters since he says that the letters are dancing. Also, he cannot follow the instruction during marching in

Physical Exercise and last, he cannot mingle with his friend. He only plays with dogs and have 1 friend named Rajan and he closes with his teacher, named Mr. Nikumbh.

Meanwhile, Ikhsan in *Ikhsan, Mama I Love You* shows that he has difficulty to catch or throw a ball. When he joins Physical Exercise he cannot catch and throw the ball. Moreover, he also cannot throw the ball when his friends ask him to throw the ball, he throws the ball far away from his friends. Besides, he always daydreams in class. Not only daydream, he cannot follow his teacher's command in class when he is asked to open and read questions no 3 column 2a; he cannot spell letters since he says that the letters are dancing. Also, he also delays in learning how to tie shoes. Next, Ikhsan's room is messy because it is full of balls on the floor. Last, he cannot mingle with his friend, he only has friends named Maya, Fachri and Mr. Harun.

In addition, the writer tries to correlate the symptoms found in dyslexic characters; Ihsaan in *Taare Zameen Par* and Ikhsan in *Ikhsan, Mama I Love You* with types of dyslexia proposed by Letchumy (2008). Based on characteristics of auditory dyslexia, the major symptom portrayed by dyslexia is sequencing difficulty symptom. Since the most frequently symptoms produced by Ihsaan the dyslexic character in *Taare Zameen Par*, is sequencing difficulties symptoms, the writer concludes that he is auditory dyslexic. On the other hand, Ikhsan, the dyslexic character in *Ikhsan, Mama I Love You* is dominant in directional confusion and sequencing difficulties symptoms; therefore the writer concludes that he is visual-auditory dyslexic. By looking at his gestures, it can be seen as

well that he has low self esteem. It supports Letchumy's argument (2008) that the dyslexic children will suffer low self-esteem and very negative.

The result of this current research is different from the previous research conducted by Aini (2010) although both of them analyzed the same movie *Taare Zameen Par* or *Like Stars on Earth*. The finding of this research reveals that there are 4 symptoms found in dyslexic character, namely directional confusion, sequencing difficulties, difficulty in doing math and other dyslexia symptoms.

While in Aini's study, she revealed that Ihsaan in *Taare Zameen Par* shows three kinds of dyslexia syndrome which are reading, writing and arithmetic because the character does not use five elements of visual and auditory perception for each basically academic skill. Besides, the writer also compares 2 different dyslexic children in this research. Moreover, this research is also different from Letchumy's (2008). The result of his research revealed that there are two types of dyslexia in the reading aspects of Malay Language; visual dyslexia and auditory dyslexia. While this research only focuses on symptoms of dyslexia portrayed in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You*. The data of this research are analyzed by using symptoms of dyslexia proposed by du Plessis (2010) to make the readers get more understanding about dyslexia since those previous studies did not use symptoms in analyzing dyslexic.

All in all, the number of data found in this research is not balance. The writer found more data in *Taare Zameen Par* movie than *Ikhsan, Mama I Love You* movie because the duration of those movies is different. The duration of *Tare Zameen Par* is 2 hours 42 minutes, while the duration of *Ikhsan, Mama I Love*

You is only 1 hour 28 minutes. Consequently, the writer found 38 data in *Taare Zameen Par* and only 18 data in *Ikhsan, Mama, I Love You*. In addition, further research could select movie involving type of dyslexia.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research finding and the suggestion as well.

5.1 Conclusion

In the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You*, the writer found a case of dyslexic character. Dyslexia is a kind of language disorder which affects academic skills (reading and writing) then becomes learning disability. From the analysis and discussion, some conclusions can be drawn related to research problems.

From those two movies, the dyslexic character in the movies *Taare Zameen Par* and *Ikhsan, Mama I Love You* has similarities of learning disabilities in 3 symptoms of dyslexia proposed by du Plessis (2010). Those are directional confusion like reversing letter (*b* and *d*, or *p* and *q*); mirroring letter, number and words; sequencing difficulties such as putting letters or words in the wrong order, having trouble in remembering the order of alphabet; and having difficulty in doing math such as having a problem with numbers, calculations and mental arithmetic.

Then, the difference of learning disabilities between Ihsaan the dyslexic character in *Taare Zameen Par* and Ikhsan the dyslexic character in *Ikhsan, Mama I Love You*, is Ihsaan produces other symptoms of dyslexia such as spelling

words as they sound and unable to write or match the appropriate letter when given the sound. While Ikhsan only produces 3 symptoms and not produces other symptoms, in other words he does not produce other symptoms.

All in all, the number of data found in this research is not balance. The writer found more data in *Taare Zameen Par* movie than *Ikhsan, Mama I Love You* movie because the duration of those movies is not same.

Eventually, based on Letchumy (2008) it can be concluded that Ihsaan is auditory dyslexic since the most frequent symptoms that he produces is sequencing difficulties symptoms while Ikhsan is visual-auditory dyslexic since the most frequent symptom that he produces is the combination of directional confusion symptoms and sequencing difficulties symptoms.

5.2 Suggestion

In order to develop related research and fill the gap of this research, the next researchers may conduct a similar research. They are suggested to continue this research which is related to dyslexia by using different theory. They can choose another movie which tells about dyslexia. If the next researchers want to compare two movies, they have to pay attention to the duration, so that they can get balance data. Besides, they may conduct a research of dyslexic in real life, in order to be able to make comparison with the finding of this research.

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APPENDICES



Appendix 1 : Snapshots of *Taare Zameen Par*



Figure 1 Ishaan convinced his mom that he could mention alphabet
(Source : *Taare Zameen Par*, 2007, 49:28)

Context: One night, when the Aswathi had dinner, papa made a startling decision to put Ishaan in a boarding school. He thought that boarding school is the best solution for Ishaan's stupidity. At that time, he truly said that he was bored with Ishaan's attitude because he always receives complaint from school, neighbour and his friends. Then mama tried to persuade papa in order to let Ishaan studying in his ordinary school but it was useless because Ishaan was really afraid of boarding school. He tried to stare at his papa as a form of objection. His attempt did not change papa's decision to put him in boarding school. Then, he had a nightmare. He called his mom in the dream. Ishaan's yelling made his mom shocked then awaked him up. He cried and stated that he was really afraid of boarding school. He convinced his mom that actually he could mention alphabets in sequence. He mentioned ABCDLMNOXY.

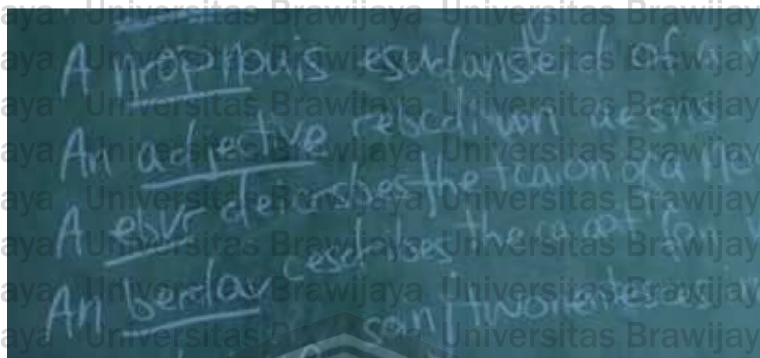


Figure 2 The spread words when Ihsaan tried to read
(Source : Taare Zameen Par, 2007, 01:03:26)



Figure 3 Ihsaan mirrored the word 'adjective'
(Source : Taare Zameen Par, 2007, 01:03:30)

Context: In English class, the teacher explained about part of speech. He wrote the explanation in a blackboard. He explained fast which made Ishaan more confused. The teacher asked him whether he understood or not. Then Ishaan tried to read the explanation from the blackboard. But he saw the letters spread out. Not only spread out, the words are also inverted.

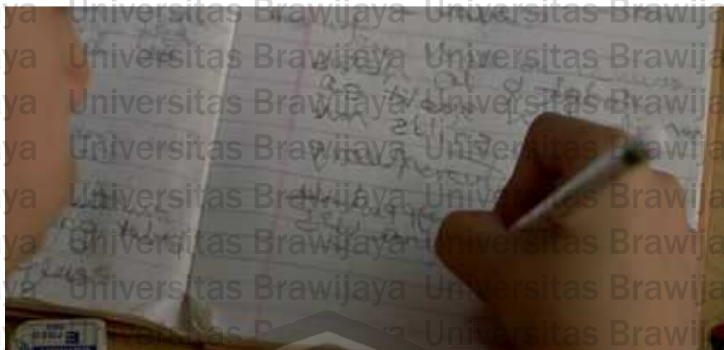


Figure 4 Ihsaan when he learned at home
(Source : Taare Zameen Par, 2007, 32:24)

Context: In the evening, Ishaan was studying with his old bother and mom in study room. Mom guided Ishaan to learn. In that scene, mom asked Ishaan to write 'table'. Unfortunately, Ishaan wrote 'table' twice in the same page, 't-a-b-l' and 't-a-b-e-l'. Then Ishaan made another mistake in writing. It is should be 'the' but he wrote 'd'.

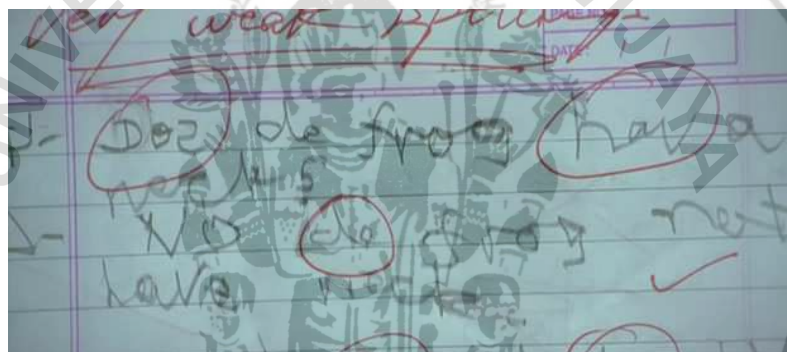


Figure 5 Ihsaan wrote 'those' and 'have' in wrong order
(Source : Taare Zameen Par, 2007, 01:26:59)

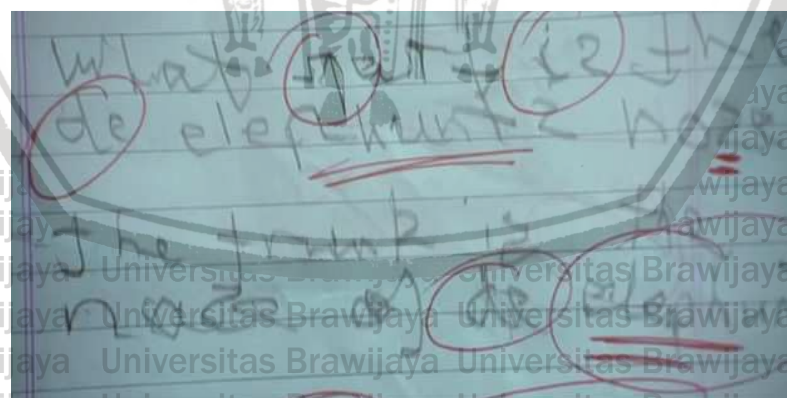


Figure 6 Ihsaan wrote 'elephants' and 'nose' in wrong order
(Source : Taare Zameen Par, 2007, 01:27:03)

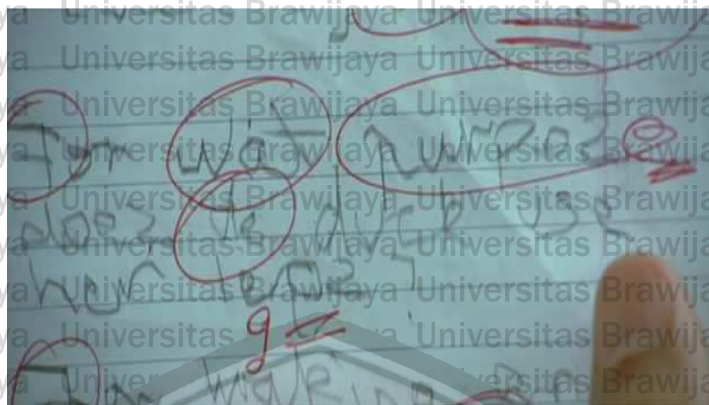


Figure 7 Ihsaan wrote 'for', 'what', 'purpose', 'legs' in wrong order
(Source : Taare Zameen Par, 2007, 01:27:06)

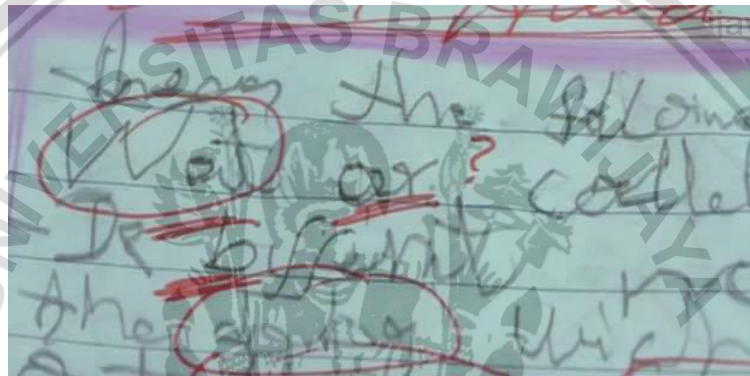


Figure 8 Ihsan wrote 'are' and 'different' in wrong order
(Source : Taare Zameen Par, 2007, 01:27:09)

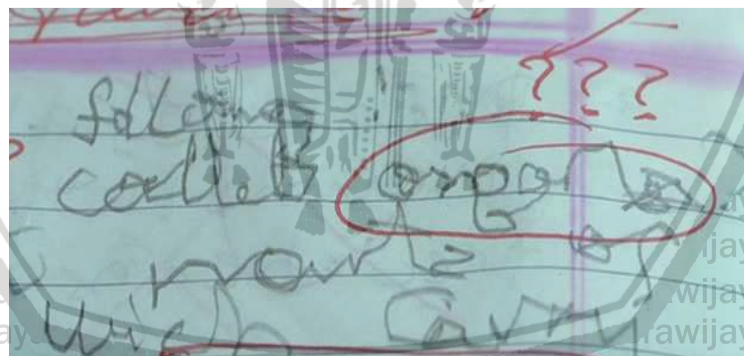


Figure 9 Ihsaan wrote 'called' in wrong order
(Source : Taare Zameen Par, 2007, 01:27:12)

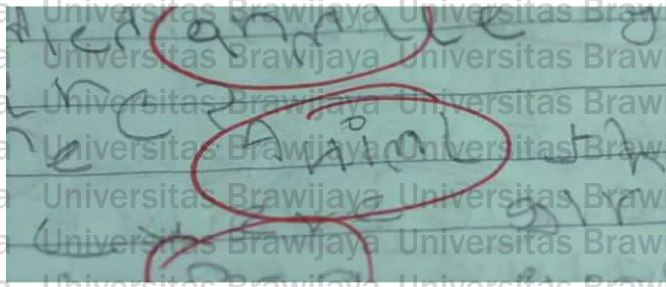


Figure 10 Ishaan wrote 'animal' in wrong order 1
(Source : Taare Zameen Par, 2007, 01:27:19)

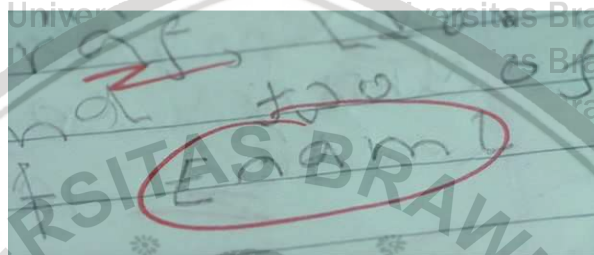


Figure 11 Ishaan wrote 'animal' in wrong order 2
(Source : Taare Zameen Par, 2007, 01:27:22)

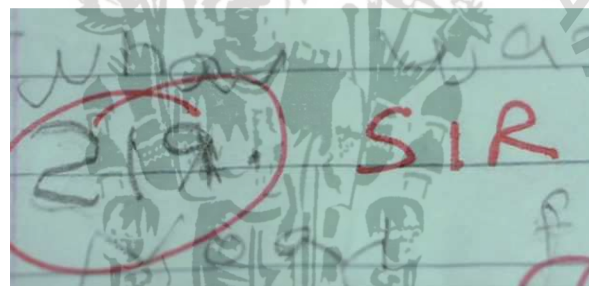


Figure 12 Ishaan mirrored the word 'SIR'
(Source : Taare Zameen Par, 2007, 01:27:23)

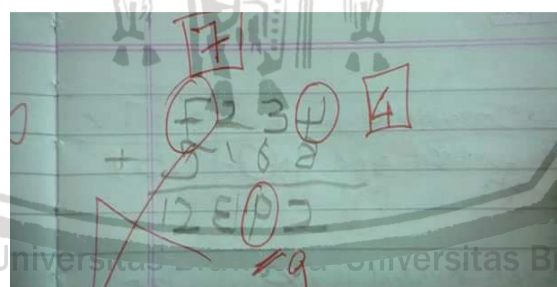


Figure 13 Ishaan mirrored number '7', '4', '9', '3'
(Source : Taare Zameen Par, 2007, 01:27:33)

Context: In boarding school, during school hours, unintentionally Mr. Nikum saw Ishaan stood up in front of his class. Actually, the teacher gave punishment to Ishaan. After that, Mr. Nikum looked for him to ask why he was always afraid of school hours. Because he does not find Ishaan, he finally asked to Ishaan's close friend, Rajan. Mr. Nikum asked some questions related to Ishaan. Then, Rajan explained that Ishaan had tried to write and read as much as he could. However, it did not work. He could not write and read any word correctly. After that, Mr. Nikum looked for Ishaan's work books to found a proof in class' locker. He founds Ishaan got difficulty in writing.



Figure 14 Mr. Nikumbh explained Ishaan's problems to his mom
(Source : Taare Zameen Par, 2007, 01:41:02)



Figure 15 Mr. Nikumbh gave example of Ishaan's problems
(Source : Taare Zameen Par, 2007, 01:41:06)

Context: After Mr. Nikum found out some proofs that Ishaan suffered from dyslexia (datum 13 up to 29), he decided to explain to Ishaan's parents the reason why Ishaan couldn't write and read like his classmates. Then, he went to Awasthi's apartment and brought Ishaan's work book as a proof. Mr. Nikum needed about half a day to reach Awasthi's apartment. In the evening, he arrived there. He made his chance to explain that their child was not stupid but he had difficulty in recognizing word and understand its meaning. Then, he showed the proofs.

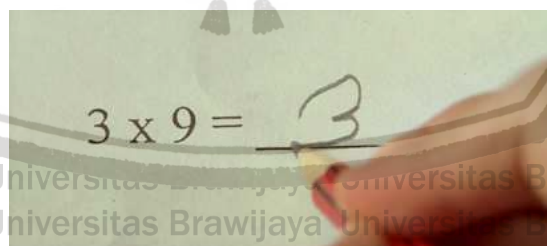


Figure 16 Ishaan was doing math test
(Source : Taare Zameen Par, 2007, 40:04)

Context: In the morning, in math class, Ishaan had math test with ten questions. The problems of the questions were multiplication, and the operation of time. Math teacher gave them limited time. From all problems of math test, Ishaan solved only problem number 1, moreover his answer was wrong. It was 3 multiplied by 9 should be 27, not 3.

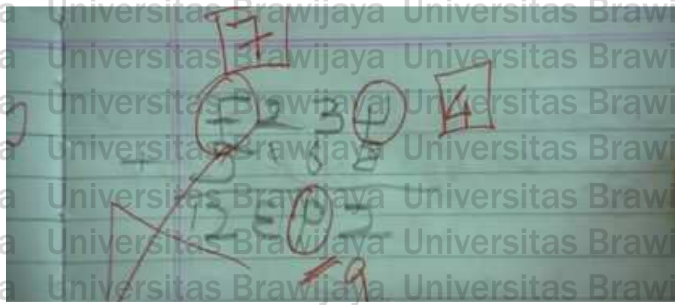


Figure 17 Ihsaan had difficulty to find a total in math 1
(Source : Taare Zameen Par, 2007, 01:27:33)

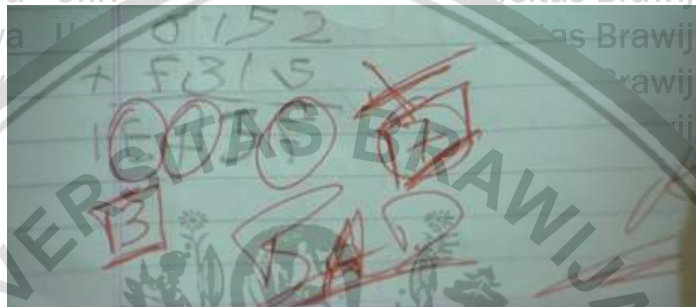


Figure 18 Ihsaan had difficulty to find total in math 2
(Source : Taare Zameen Par, 2007, 01:27:39)

Context: In boarding school, during school hours, unintentionally Mr. Nikum saw Ishaan was standing up in front of his class. Actually, the teacher gave a punishment to Ishaan. After that, Mr. Nikum looked for him to ask why he was always afraid of school hours. Because he did not find Ishaan, finally he asked to Ishaan's close friend, Rajan. Mr. Nikum asked some questions related to Ishaan. Then, Rajan explained that as much as Ishaan tried to write and read, the result was zero. He could not write and read any word correctly. After that, Mr. Nikum looked for Ishaan's work books to found a proof in class' locker. He found Ishaan got difficulty in writing and arithmetic.



Figure 19 Ishaan had difficulty to make friends
(Source : Taare Zameen Par, 2007, 12:07)



Figure 20 Ishaan had difficulty to throw ball
(Source : Taare Zameen Par, 2007, 12:24)

Context: Ishaan was hearing the dogs barking outside. Then, he was going outside and playing with the dogs then playing cricket with his friends. The ball was throwing near to Ishaan. His friends asked Ishaan to throw the ball. But, he thrown the ball outside the gate and it made his friends angry and asked Ishaan to take the ball back.



Figure 21 Ishaan daydreamed when he had breakfast
(Source : Taare Zameen Par, 2007, 20:29)

Context: One day, Ishaan wake up late. His mother asked him to take a shower quickly then he had breakfast. Yet, he imagined about train, dragon and bird when he had his breakfast, so that he did not eat his breakfast.



Figure 22 Ihsaan had trouble to follow more than one command in one time
(Source : Taare Zameen Par, 2007, 22:50)



Figure 23 Ihsaan could not read since he said the letters were dancing
(Source : Taare Zameen Par, 2007, 23:38)

Context: In English class, his teacher asked to open page 38, chapter 4, paragraph 3 but Ihsaan did not pay attention and looked outside class. Then his teacher called him and asked him to open his book and to read the first sentence and to point the adjective. But he looked confused. Then his teacher asked Ihsaan's friend to help him. After that his teacher asked Ihsaan to read aloud the first sentence about adjective. But Ihsaan said that the letters were dancing so his teacher felt that he made joke and asked to read those dancing letters. The teacher asked to read loudly and properly those dancing letters. As a result, Ihsaan tried to spell since the teacher forced him to read loudly and properly. Then Ihsaan read *blah blah blah blah*.



Figure 24 Ihsaan had problem in marching
(Source : Taare Zameen Par, 2007, 1:02:49)

Context: When physical class, the teacher asked him to march. Yet, Ihsaan could not coordinate his hand and feet between left and right. Then his teacher asked him to out from the marching.

Appendix 2: Snapshots of *Iksan, Mama I Love You*



Figure 25 Ikhsan convinced his mom he that could mention alphabet
(Source : Ikhsan, Mama I Love You, 2008, CD1, 21:50)

Context: Mr. Effendi, Ikhsan father, made decision to put Ikhsan in a boarding school. But Ikhsan tried to reject it. His father was angry. Then Ikhsan tried to persuade his father that he would study hard. But his father said he could study hard in new school. His mother also tried to persuade her husband because Ikhsan never lived alone. His father said that Ikhsan could be an independent child if he was moved to boarding school. Ikhsan was upset with his father's decision so he left his parents and went to his room. When he slept he had a nightmare. He was awaked and his mom made him calm down. Ikhsan persuaded his mom he would not go to boarding school. He convinced his mom that he actually could mention alphabets in sequence. He mentioned ABCD GFLMHJKY then he tried again KLM. He also convinced that he could count correctly $1 \times 4 = 3$ $5 \times 6 = 12$.

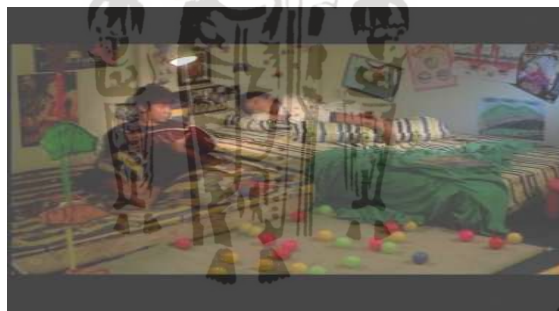


Figure 26 Ikhsan spelled *berprestasi*
(Source : Ikhsan, Mama I Love You, 2008, CD1, 13:46)

Context : One night, Ikhsan asked his brother whether he was a foster child or not. He felt very different from his brother. He thought that his brother was clever and had many trophies. He wanted to say that his brother 'berprestasi'. But he was really difficult to spell it. Moreover, from figure 2, it can be seen that Ikhsan's bedroom full of ball and not well organized. It is one of characteristics of dyslexic kid.

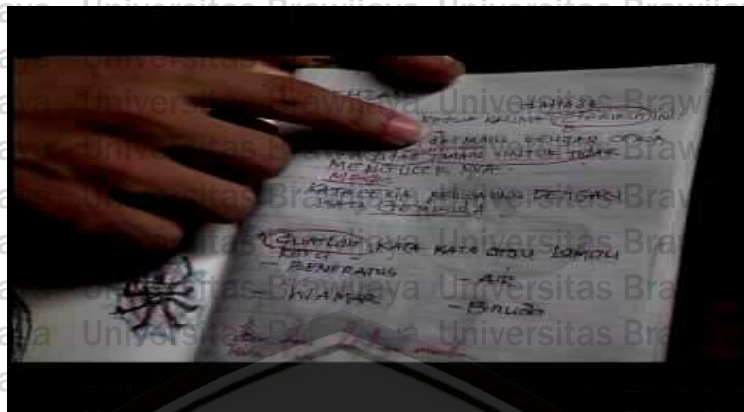


Figure 27 Mr. Harun showed Ikhsan's writing that he reversed the letter 'b'
(Source : Ikhsan, Mama I Love You, 2008, CD2, 07:54)

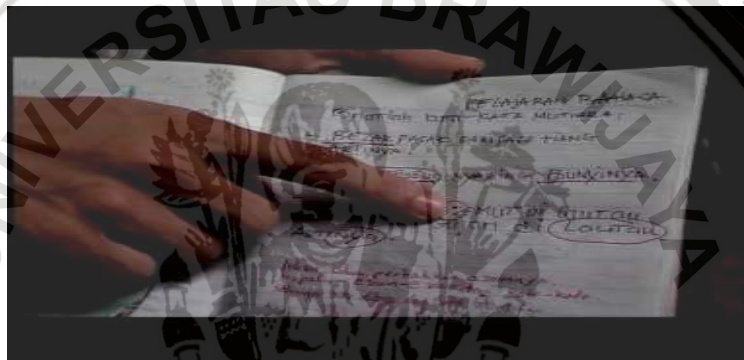


Figure 28 Mr. Harun showed Ikhsan's writing that he mirrored the letter 's'
(Source : Ikhsan, Mama I Love You, 2008, CD2, 08:01)

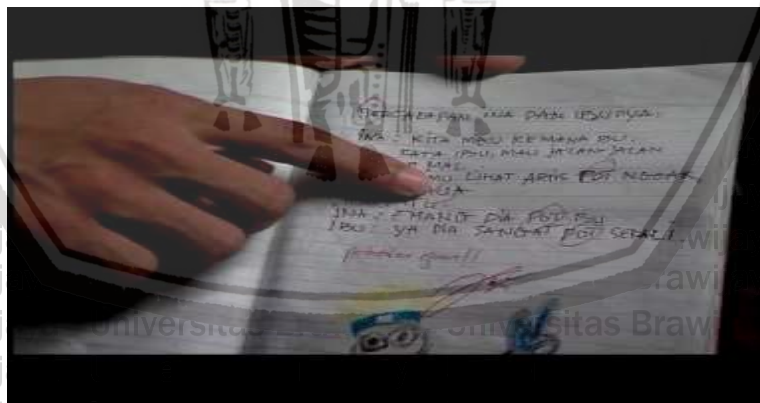


Figure 29 Mr. Harun showed Ikhsan's writing inverted the letter 'n'
(Source : Ikhsan, Mama I Love You, 2008, CD2, 08:09)



Figure 30 Mr. Harun showed that Ikhsan wrote 'hukum in different ways
(Source : Ikhsan, Mama I Love You, 2008, CD2, 08:18)

Context: Mr. Harun wanted to tell about Ikhsan's condition to his parents. So he came to Ikhsan's house and he also brought Ikhsan's books from school. Then, he explained that Ikhsan was not stupid, lazy and naughty boy, however, Ikhsan suffered from dyslexia. From his book, it can be concluded that Ikhsan should write 'b' but he wrote 'd', 'u' for 'n', 'M' for 'W', 'z' for 's'.



Figure 31 Ikhsan daydreamed in class
(Source : Ikhsan, Mama I Love You, 2008, CD1, 00:23)

Context: When in class, Ikhsan was daydreaming and imagining trains and planes. Then the teacher called and asked Ikhsan to open and read the questions no 3 column 2a that had been read by their classmates. Then, Maya, his friend whispered him to open page 36. His teacher was angry and asked Maya not to help him. Ikhsan stood up and tried to read it by himself. But he said that the letters were dancing. The whole class laughed at him. His teacher was angry and said that it was not the time for him to be a clown and asked him to read correctly. Then ikhsan smiled and saw his classmates and read ibububabububebubebububebebe. One of his friends said he was embarrassing because he could not read because he failed to go to the higher grade.



Figure 32 Ikhsan had difficulty to make friends
(Source : Ikhsan, Mama I Love You, 2008, CD1, 03:03)



Figure 33 Ikhsan had difficulty to throw ball
(Source : Ikhsan, Mama I Love You, 2008, CD1, 04:16)

Context: During break time, Ikhsan just sat under a tree and drawn by himself while the other students played football. Then Maya came to him to offer food. The ball played by his friends suddenly roll to Ikhsan's place. Then his friend asked Ikhsan to return the ball. But Ikhsan threw towards the other side and it made his friend angry, so that they fought.



Figure 34 Ikhsan was unable to tie the tie
(Source : Ikhsan, Mama I Love You, 2008, CD1, 25:14)

Context: At boarding school Ikhsan could not tie his tie. Then, his friend, Fachri, saw him and helped him to tie his tie and shoelaces.



Figure 35 Ikhsan had difficulty to catch and throw a ball
(Source : Ikhsan, Mama I Love You, 2008, CD1, 32:24)

Context: During physical exercise, the teacher did catch and thrown a ball to each student. When Ikhsan had his turn, he could not catch and throw the ball correctly.



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No.	Tanggal	Materi	Pembimbing	Paraf
1.	01 Maret 2011	Persetujuan judul skripsi	Pembimbing I	
2.	02 Maret 2011	Persetujuan judul skripsi	Pembimbing II	
3.	10 Agustus 2011	Konsultasi BAB I & III	Pembimbing I	
4.	10 Agustus 2011	Konsultasi BAB I & III	Pembimbing II	
5.	04 Oktober 2011	Konsultasi BAB I, II & III	Pembimbing I	
6.	06 Oktober 2011	Konsultasi BAB I, II, & III	Pembimbing II	
7.	08 November 2011	Konsultasi revisi setelah seminar proposal	Pembimbing I	
8.	13 November 2011	Konsultasi revisi setelah seminar proposal	Pembimbing II	
9.	16 Januari 2012	Konsultasi keseluruhan BAB	Pembimbing I	
10.	18 Januari 2012	Konsultasi keseluruhan BAB	Pembimbing II	
11.	24 Januari 2012	Konsultasi revisi keseluruhan BAB	Pembimbing I	
12.	27 Januari 2012	Konsultasi revisi keseluruhan BAB	Pembimbing II	
13.	05 Maret 2012	Konsultasi setelah seminar hasil	Pembimbing I	
14.	05 Maret 2012	Konsultasi setelah seminar hasil	Penguji I	
15.	26 Maret 2012	Konsultasi revisi setelah seminar hasil	Pembimbing I	

Lanjutan tabel

No.	Tanggal	Materi	Pembimbing	Paraf
16.	30 Maret 2012	Penyerahan revisi setelah seminar hasil	Pembimbing II	
17.	3 April 2012	Konsultasi revisi setelah seminar hasil	Pembimbing I	
18.	5 April 2012	Konsultasi revisi setelah seminar hasil	Penguji I	
19.	11 April 2012	Konsultasi revisi setelah seminar hasil	Penguji II	
20.	02 Mei 2012	Penyerahan keseluruhan Bab	Pembimbing II	
21.	08 Mei 2012	Konsultasi revisi setelah ujian	Pembimbing I	
22.	11 Mei 2012	ACC	Penguji I	
23.	14 Mei 2012	ACC	Penguji II	
24.	22 Mei 2012	ACC	Pembimbing I	

10. Telah dievaluasi dan diuji dengan nilai:

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