

**A PSYCHOLINGUSTICS ANALYSIS OF DYSLEXIA ON THE
CONFLICT OF THE MAIN CHARACTER IN “TAARE ZAMEEN PAR”
MOVIE**

SKRIPSI

*Submitted In Partial Fulfillment of The Requirements
for The Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

NOVA PURNAMA DEWI
NPM : 1602050130



UMSU
Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2020**

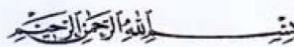


**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

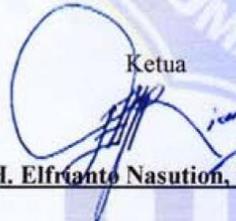


Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 09 November 2020, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

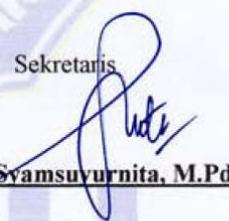
Nama : Nova Purnama Dewi
NPM : 1602050130
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A-) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

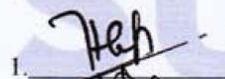
Ketua

Dr. H. Elfranto Nasution, S.Pd, M.Pd.



Sekretaris

Dra. Hj. Svamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Habib Syukri Nasution, S.Pd, Hum
2. Rini Ekayati, S.S., M.A
3. Halimah Tussadiah, S.S., MA

1. 
2. 
3. 



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nova Purnama Dewi
N.P.M : 1602050130
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie

sudah layak disidangkan.

Medan, Oktober 2020

Disetujui oleh: Pembimbing

Halimah Tussa'diah, S.S., M.A

Diketahui oleh:

Dekan

Ketua Program Studi



Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Mandra Saragih, S.Pd., M.Hum.

ABSTRACT

Nova Purnama Dewi, 1602050130. “A Psycholinguistics Analysis of Dyslexia on The Conflict The Main Character in ”Taare Zameen Par” Movie”. Skripsi : English Education Program, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2020.

This research discussed learning disabilities as disabilities in reading, writing, and arithmetic. It related to children's conflict about learning disabilities contained in the Indian movie by Amiiir Khan entitled “Taare Zameen Par”. The purpose of this research was to explained, the impact of the conflict of dyslexia in the main character of Taare Zameen Par movie, the kinds of dyslexia in the main character of Taare Zameen Par movie. Researchers used qualitative methods, and descriptive technique to describe and analyze the data. Through collecting all the data generated from Taare Zameen Par movie is taken from , such as script, and the story of the movie, and then relating them to the main character. Based on data analysis which is divided into 90 scenes, but only 12 scenes that can be the data. It was there were the kinds of dyslexia that happen to Ishaan. They were directional dyslexia (2 cases), primary dyslexia (3 cases), and phonological (auditory) dyslexia (4 cases). In the The impact of the conflict by the main character (3cases).

Key words : *learning disabilities, dyslexia, language disorder, Taare Zameen Par Movie.*

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strenght and guidance to the research, so that this skripsi can be completed accordingly. Peace and blessing be upon the prophet *Muhammad Shallallaahu'alaihi wa salaam*, his family, his relatives, and all his followers. Thanks to beloved parents : Mr. Tri Wardoyo and Mrs. Erniati who always give their support, advice, motivation, materials, prays and all things to finishing the study.

The researcher faced a lot challenges the writing of this skripsi entitled “A Psycholinguistics Analysis of Dyslexia on the Conflict of the Main Character In “Taare Zameen Par” Movie to fulfill one of the requirements to obtain the Sarjana Pendidikan Degree at the Departement of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

The writing of this skripsi is actually a miracle for her since it was firstly regarded as a task that would be very hard to do. However, it has now been denied since the skripsi has finally been written. Additionally, the researcher also intents to grate thank to the followings people.

1. Dr. Agussani M.AP., the Rector of University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nasution, S.Pd., M.Hum., the Dean of FKIP UMSU.
3. Mandra Saragih, S.Pd., M.Hum., and Pirman Ginting, S.Pd., M.Hum., the Head and Secretary of English Education Department of FKIP UMSU.
4. Halimah Tussa'diah, S.S.,M.A., the Supervisor who has given a lot of suggestions, ideas, critics, and guidance in writing this research.
5. Rini Ekayati, S.S.,M.A., as her reviewer who has given his suggestions, comment, and guidance in writing the research.
6. All of the lecturers of FKIP, especially of English Department lectures for their knowledge and guidance.
7. Administration staff of FKIP UMSU who have given help in administrative system services of completing necessary requirements, so all needs could be resolved easily.
8. her beloved family, her sisters Endang Novita Sari and Shinta Wardiningrum thanks a lot for your support and pray.
9. Her Beloved Friend: Vindi Permata Sari, Fitra Ferdita S Meliala, Friska Pandini, Muhammad Arizan, and All of her friends in C Class morning who have given help, support, motivation and much knowledge and great experiences.
10. All people who helped the researcher to finish her study that she can not mention one by one.

Finally, The researcher hopes suggestions and comments from all the readers, especially from the students of English Department who want to do the same research. May Allah SWT bless all.

Medan, September 2020

The Researcher

NOVA PURNAMA DEWI

NPM. 1602050130

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	v
LIST OF APPENDICES.....	vii
 CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 The Identification of the Study	4
1.3 The Scope and Limitation.....	5
1.4 The Formulation of the Problem	5
1.5 The Objectives of the Study	5
1.6 The Significances of the Study	6
 CHAPTER II REVIEW OF LITERATURE	
A. Theoretical Framework.....	8
2.1 Learning Disabilities.....	8
2.2 Language Disorder.....	9
2.2.1 Dyslexia.....	11
2.3 Conflict in the of Taare Zameen Par Movie	14

2.4 Short Summary Taare Zameen Par Movie	15
B. Previous and Relevant Study	17
C. Conceptual Framework	19

CHAPTER III METHODS OF RESEARCH

3.1 Research Design	20
3.2 Source of The Data	20
3.3 Technique of Collecting The Data.....	21
3.4 Technique of Analyzing The Data.....	21

CHAPTER IV DATA AND DATA ANALYSIS

4.1 Data.....	23
4.2 Data Analysis.....	23
4.3 Research Findings.....	44

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	45
5.2 Suggestion	47

REFERENCES	48
-------------------------	-----------

LIST OF APPENDICES

Appendix 1- 3 Data analysis of Dyslexia in “Taare Zameen Par” Movie

Appendix 5 Form K-1

Appendix 6 Form K-2

Appendix 7 Form K-3

Appendix 8 Berita Acara Bimbingan Proposal

Appendix 9 Lembar Pengesahan Proposal

Appendix 10 Berita Acara Seminar Proposal

Appendix 11 Lembar Pengesahan Hasil Seminar Proposal

Appendix 12 Surat Pernyataan Plagiat

Appendix 13 Surat Keterangan Izin Riset

Appendix 14 Surat Balasan Riset

Appendix 15 Berita Acara Bimbingan Skripsi

Appendix 16 Surat Pengesahan Skripsi

Appendix 17 Curriculum Vitae

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a communication tool or a means to convey information. People exchange messages via communication. In learning languages, the reading, writing, speaking, and listening is the four skills in the language. Therefore, children are expected to have the ability to get a good understanding of the process of learning and communication with others. By having the basic abilities, they can understand words, numbers, symbols, and sounds well to maintain relationships with others without facing any obstacles. The basic abilities are not only used in social interaction but also are expected to encourage children to get incredible achievements at school. In this case, some children have difficulty in social interactions, due children cannot listen, speak, spell, write, and read correctly in certain cases, caused by language disorder to there is not good connection between the left brain and the right brain.

Language disorders are the kind of disorder that affects to child. When experts identify language disorders, they are doing so by seeing the level of language difficulty the child which has an advertising effect on social, psychological, and educational functions, representing differences in a language, not interference, and being quite significant considering irregular.

Reading is the basic ability for children to be able to understand several of the learning. The children that are in school-age do not get the ability to read, they

will have difficulty in learning material in the class. So, children must be able to learn to read properly and correctly. Children in conducting learning activities are certainly not only physical but also mental abilities. Mental or psychological ability is needed by children who will show the readiness of children in learning. The changes that occur as a result of learning are changes that come into contact with the psychological aspects and influence behavior and learning disabilities.

Learning disabilities relate to the abnormal development of children which is containing verbal or written expression and reception. Children with learning disabilities are children who have difficulty in academic tasks, which cause minimal brain dysfunction basic so that their learning achievement is not under their true potential, and to develop their potential in learning or psychologically. They require special education services. Hence, early identification is requiring to avoid educational and social risks. Some students have difficulty in reading, writing, and spelling. In the same age group, the student receive the same classroom instructions but they show disability in learning written words. Then, some people who have difficulty writing and reading are called dyslexia.

Dyslexia is a language disorder in reading, spelling, listening, and recognizing letters on language-related learning disability. Dyslexia relates to distraction, results in someone having difficulty on certain language skills, especially reading and spelling, and saying words. Dyslexia greatly affects children lives; but, this effect can change in children with someone's guidance and help. Dyslexia children have an inability to distinguish and separate sounds from spoken words. For example, Dennis cannot understand the meaning of the word "bat" and

instead of spelling one letter to form another word. Besides, a child with dyslexia has difficulty playing games that sound similar sounds, such as mistaking “cat” and “bat”.

The fact that the dyslexia child reads very slowly and seems unsure of what he is saying, they use fingers to follow their eyes as they move from one text to the text, skip several syllables, phrases, or even lines in the text. Some people may say that dyslexia children are stupid or lazy, but actually, it is not. Dyslexia is not related to intelligence. They learn harder than normal people and fight their disability with the ability to become a great person in their life. Albert Einstein and Tom Cruise are the other examples of dyslexia people who are a success in their life. They can find their ability in their difficulties and develop it so that they can be a great person. Therefore, the degree of difficulty of a child’s symptoms dyslexia has with reading, spelling, and speaking differ from one another, because differences in brain development, as well as types of teaching that has been receiving. They have greater intelligence than non-dyslexia and has several advantages in other fields besides the language field.

One phenomenon of dyslexia is like what is portrayed in a movie entitled *Taare Zameen Par* which successfully got many awards in 2008. This was one of the finest portrayals of a mental illness movie adopted from a true love of the writer (Amole Gupte) in the world of children that emerged after nearly 7 years of closeness with children. The dyslexia character named Ishaan was well played by Darsheel Safary. In this movie, He was described as dyslexia who had difficulty getting to know the writing, the grades were always bad, and difficult to follow the

learning. His parents treated him like a normal child in general. But they did not know the difficulties he had experienced. Difficulties in various lessons made him the object of ridicule by his classmates, even his teacher also mocked him.

In short, people have to learn how to read and write to get other knowledge. But to dyslexia sufferer, reading, writing, listening, speaking, and doing something related to direction, are not easy like other people do. The abnormalities of language are mostly related to particular brain damage. This is also the reason why the researcher is interested to analyze dyslexia which a selective in the main character of the “Taare Zameen Par” movie because the phenomenon of dyslexia is interesting to find out, analyzing the conflict of language disorder and the symptoms of dyslexia. In this case, when dyslexia occurs, the sufferer may get a disruption on his or her mind influencing the is thought or imagination.

1.2 The Identification of The Study

In relation to the background, the problems of this research would be identified as the following :

1. Children need to be accompanied by parents when learning, becauseThe child with dyslexia was found difficult to recognize letters, numbers, and spelling.
2. Dyslexia kinds were not related to the intelligence of the child.

1.3 Scope and Limitation

The scope of this research was language disorder of the main character in “Taare Zameen Par” movie. In conducting this research, the researcher limited research on learning disabilities of dyslexia of the main character on Ishaan.

1.4 The Formulation of the Problems

Based on the research focus, the problems were formulated as follows.

1. What kinds of dyslexia in the main character of “Taare Zameen Par” movie?
2. What are the impact of the conflict of dyslexia in the main character of “Taare Zameen Par” movie ?

1.5 The Objectives of the Study

The objectives of the research were:

1. To find out kinds of dyslexia in the main character of “Taare Zameen Par” movie.
2. To find out the impact of conflict of dyslexia in the main character of “Taare Zameen Par” movie.

1.6 The Significance of the Study

The significance of the research was expected as

Theoretically

1. The findings of the research are expected to be one of the references and information to improve psycholinguistic learning. Especially about language disorder of dyslexia.

Practically

The research findings could give contributions to the following parties.

1. The academic society, to give more information about the study of language disorders, especially dyslexia in relation to language. The study is useful to provide a better understanding of the person with language illness.
2. Students of the English Department, to give additional knowledge in psychology related to dyslexia. It also creates a new reference for their study, especially using the psycholinguistic approach. Hence, these could take an interest in doing this kind of research deeply.
3. The readers, to give more understanding in the psycholinguistics field. The research findings can indirectly open their mind and thought to see and accept the existence of a person who suffers from dyslexia and other kinds of language disorders.
4. The lectures, to stimulate psycholinguistic lecturers to explain and give examples of dyslexia broadly in class so that the students can learn much more about language disorders. In other words, the discussion about dyslexia and the other kinds of language disorders need to be explained during the lecture.

CHAPTER II

THE REVIEW OF LITERATURE

This chapter is divided into three parts: theoretical Fraamework, Previous and relevant of study, and Conceptual Framework.

A. Theoretical Framework

2.1 Learning Disabilities

Learning difficulties are one deficiency that doe not appear outwardly. Learning disabilities cannot also be recognized in a different physical from people who do not experience learning difficulties, are not always causing by low intelligence (mental disorders), but can also be caused by other factors outside intelligence. Learning disabilities can include the inability to obtain, store, or use special skills or information widely, resulting from lack of attention, memory, or balance and affect academic performance. Learning disabilities is a umbrella term for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation for them naturally. Kids learning disabilities are not lazy or dumb. Therefore, most are just as smart as everyone else. But their brains are simply wired differently. This difference affects how they receive and process information with good.

According to Clark (1977:10) attribution of research on learning disabilities shows that teachers must be able to respond with the belief that students with learning disabilities and who will consequently fail more often than other students, they deserve sympathy and less anger specifically. And must be valued

more and punished less than those who do not have learning disabilities. Clark concludes that the attribution message is sent by teachers to students without learning disabilities and should expect to achieve less results. According to Munyi (2012:12), attitudes in society individuals with disabilities influence other people's expectations and behaviors toward them. As well as such social expectation as to what an individual with a disability can or cannot do, not only affect his/her self-image but also determine his/her behavior.

Learning disabilities refer to abnormal development such as reading and writing skills, logical, mathematical thinking, and maybe related to oral language impairment. Children with learning disabilities often struggle in the various field of academic performance. These problems will usually last from the basic level to the level the end of formal schooling, including college (Bradshaw, 2001:2). Children with learning disabilities are usually included in the following areas: reading, mathematics, and written expressions. There are some children who have only one problem in the academic field, but there are also children who may have all three academic problems.

2.2 Language Disorder

Language impairment or language disorder is a result of the delay or disordering development of the content, form, or use of language that is spoken. Hence, people who are suffering language impairment will have difficulty in using language properly, that can be seen through the way they speak, the way they interpret meaning, the way they construct the sentence, and so on. Language impairment is also causing by abnormalities within the brain. Language disorders

vary considerably, and these factors are most times correlating or may be exacerbated by external factors, such as cultural differences, poor or inadequate education.

According to Field (2003:53), that language disorder can be developmental (present from early childhood) or they can be acquired as the result of surgery, a stroke, an accident, or old age. In certain cases, that had a marked effect on their ability to communicate to speech or in writing.

Indah and Abdurrahman (2003:129) He said linguistically, a language disorder is the inability or acquiring and processing linguistic information. Further, they state that language disorder can be divided into two categories; First, language disorder which is developed. It means that the disorder which is caused by deviation which is acquired, it means that the disorder is caused by something impaired after the operation, stroke, getting an accident, or aging.

People with this receptive language disorder have difficulty in understanding language and have some characteristics as follow; difficult understanding words with multiple meanings, difficult categorizing related words or concepts, difficult understanding figurative language, difficult following directions.

In addition, people with this expressive disorder have some problems in the use of language to express what they are a thing or need and have some characteristics as follows; speaking in words, phrases, incomplete or inaccurate sentences, having difficulty finding appropriate words or express meaning, avoiding speaking in class, having difficulty interacting with peers or adults.

It is considered as a developmental language disorder when the cause of language disorder symptoms is unknown. Thus, brain injury is causing some mixed-

language disorders. Children with other developmental problems, autism spectrum disorder, hearing loss, and learning disabilities may also experience language disorders.

2.2.1 Dyslexia

Dyslexia has the meaning a disorder in one or more of basic psychological process through in understanding or using language, verbal or written. The difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities, it is happen, because the corpus callosum that does not work balanced with body and effecting the brain forces right brain to be used more than left brain. The problems in reading comprehension and reduced reading that can impede the growth of vocabulary and background knowledge in the children.

Dyslexia is characterized by difficulties in processing word-sounds is a weakness in short-term verbal memory, Can be noted in spoken language as well as written language, is linked to genetic differences. Reid (2009: 6) developed the following definition. Dyslexia is processing differences characterized by difficulties in literacy and it can affect cognition, such as memory, speed of processing, time management, coordination, and directional aspects. It can involve visual and phonological difficulties, there are usually discrepancies in performances, it is important that the individual differences and learning styles are acknowledged. The learning and work context must be acknowledged too.

According to the World Federation of Neurology (1968:2) that dyslexia is a disorder manifested by difficulties in learning to read despite conventional instruction, adequate intelligence, and sociocultural opportunity. It is dependant

upon fundamental cognitive disabilities which are frequently of constitutional origin (cited in Critchley 1970). The impact that dyslexia has is different for each person and depends on the severity of the condition and the timeliness and effectiveness of instruction or remediation. The core difficulty involves word recognition and reading fluency, spelling, and writing. Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays.

Martini Jamaris,(2014:139) defines dyslexia as a condition related to reading ability that is very unsatisfactory. Individuals who have dyslexia have a normal IQ, even above normal, but have the ability to read one or one half a level below his IQ. Mulyadi, (2010:154) provides a broader scope regarding dyslexia, which is a difficulty in reading, spelling, writing, and difficulty in interpreting recognizing the structure of words that gives effect to the learning system or learning disorders.

The people with dyslexia can also have problems with spoken language, moreover after they have been exposed to excellent language models in their homes and high-quality language instruction in school. They can be find it difficult to express themselves clearly or to fully comprehend what others mean when they speak. Such language problems are often difficult to recognize, but they can lead to major problems in school, in the workplace, and in relating to other people, the effects of dyslexia reach well beyond the classroom.

The most students who have dyslexia make regular auditory and or visual confusions when faced with similar graphemes and phonemes for example; 'b' is perceived as 'd' or even 'p' which have similar sounds, as well as 'b'-'d'. 'u'-'n', 'f'-'t', 'm'-'w', 'p'-'q' which have similar forms. They may sometimes make mistakes of inversion, addition, and omission of elements of words, between letters and syllables and also affixes. Apart from these symptoms, several risk factors can contribute to dyslexia including family history, it is therefore important to know the prevalence of these symptoms in parents and family lines as clues for the diagnosis of dyslexia in children especially early childhood.

According to Davis, these signs can range from mild to severe. It is important to note that these symptoms cannot be considered in isolation. Thus it is a combination of several risk factors and symptoms, a reoccurrence of these symptoms despite corrections and persistence of these symptoms over a period of time which is alarming.

It is important to note that not all students who have difficulties with these skills have dyslexia. Formal testing of reading, language, and writing skills is the only way to confirm a diagnosis of suspected dyslexia. An individual can have more than one learning or behavioral disability.

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 words even letters and a lack of visual memory. Because of that, children who suffer from the reading disorder will often delete, insert, substitute, invert, and do mirror imaging of the words.

Writing dyslexia or dysgraphia is an inability for recognizing letters with the appropriate size, and understanding what he writes. This disorder is happening because of visual and auditory impairment. That there is a close connection between reading and writing when children study how to read they also study how to write what they read.

Arithmetic disability or dyscalculia is a disability of understanding of symbols, the concept of number, the mathematical operation, and shape. Besides, children with an arithmetic disability do not use essentially the element of visual perception, spatial relation, to learn arithmetic. 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.

2.3 Conflict in the of Taare Zameen Par Movie

Generally conflict is a problem that appears to all people, because in our daily lives, we sometimes will have a conflict that should in demand to solve it. A lot conflict in different, especially to conflict of dyslexia that happened on the children.

The conflict experienced by people with dyslexia include the following:

- 1) Learning to speak
- 2) Learning letters and their sounds
- 3) Organizing written and spoken language
- 4) Memorizing number facts
- 5) Reading quickly enough to comprehend
- 6) Keeping up with and comprehending longer reading assignments

- 7) Spelling
- 8) Learning a foreign language
- 9) Correctly doing math operations

The main conflict that occurred in the *Taare Zameen Par* movie, which Ishaan, a dyslexia sufferer, is known for makes people around him feel he is lazy and stupid. The teacher who taught him also felt that he could not follow all the lessons like the other children. And once upon a time there was an art teacher who finally found out that Ishaan had reading and writing disorders which was called dyslexia. Finally, Nikumbh teacher decided to help Ishaan in his conflict. Thanks to his strong beliefs and abilities as well as a different approach, Ram has succeeded in making Ushaan able to write and read like any other normal child.

2.4 Shorts Summary Taare Zameen Par Movie

Ishaan Awasthi is an eight-year-old boy who is suffering from dyslexia, a neurological disorder. He is having trouble recognizing letters, can hardly read and write. Letters and numbers are written invertedly and words are commonly misspelled. He can not follow multiple instructions and has poor motor skills. Being different from other normal growing children, he is always thought to be dumb, an idiot, and lazy. His teachers, classmates, neighbors, and even his own family did not realize what he is going through. In the boarding school where he was sent to be disciplined, his self-confidence was shattered. He suffered trauma due to separation from his family. His passion for drawing and painting was totally gone. Ishaan became so aloof, cold, and indifferent from his classmates.

Until Ram Shanker Nikumbh, a substitute art teacher came to school and able to recognize his special needs. Ishaan's other teachers thought that he has to be dealt with in a special education program not to be placed in the mainstream. But, Ram insisted that even a special child has the right to formal and quality education as what the "EFA" Education for All Policy holds. Ram believes that every child has his own capabilities, desires, and pace of learning. Ram helped Ishaan how to manage deficiencies brought about by being dyslexia.

Ram was able to unveil the potentials of Ishaan by employing educational psychology. Appropriate intervention measures like constant practice, drills, and problem-solving were given to Ishaan. Ram understood Ishaan's mental capacities and innate behavior because he went through the same experience and struggles to be dyslexia during his childhood days. There should be social consciousness on individual differences. Even Ishaan's parents, teachers, and the community were not aware of this particular kind of disorder. Society plays a vital role in a child's development. Thus, it has to be sensitive and responsive especially for those who have special needs. Criticisms and prejudices should be discouraged for the child to overcome his difficulties.

B. Previous and Related Studies

The writer presents some previous findings, which related or relevant to this research, as follows:

1. *Analisis tentang kesulitan membaca (dyslexia) Serta upaya mengatasinya pada siswa VB SD Muhammadiyah 22 Sruti, Surakarta*, Linda Feronika (2016), she used a qualitative research method approach to the type of case study research. She found that the caused of dyslexia children were related learning disabilities including intelligence factors, socio-economic, overcrowded curriculum, teachers' expectations were too high did not match the child's abilities, and the attention and cooperation of parents were lacking. The result also showed that parents of students who have dyslexia lack of attention to the development of children, the motivation of students who have dyslexia, practice and try still lacking, and the likely lack of school watching the students one by one.
2. *Strategi Guru Dalam menangani kesulitan belajar dyslexia pada pembelajaran siswa kelas III B MI Islamiyah Jabung Malang*. Azizurohmah (2017), She used a qualitative research method approach to the type of case study research. She found unstable child emotions that make the child by parents accompanying dyslexia children to study at home. Lack of availability of inadequate educators and teaching staff, both in quality and quantity. Hang out a lot with kids in a fighting village, lazy in learning. More playing time than time for learning. The result also showed that the learning strategies used by teachers are in the learning process dyslexia children were equate with other normal children, provide special assistance in the class conducted by

class teachers, providing remedial learning to support children's achievement, and establish cooperation between parents, teachers and between teachers.

3. *Kesulitan Membaca Kata Pada anak Disleksia Usia 7-12 Tahun di Sekolah Inklusif Galuh Handayani Surabaya: Kajian Psikolinguistik*. Intan Amalia (2016), she used a descriptive qualitative research method. She found difficulty reading words in dyslexia children both basic words and from the word, which is certainly different from other normal children. Described the reading difficulties experienced by dyslexia children age 7-12 years. The result points out that the difficulty in reading basic words and formed words comes from various kinds such as nouns, verbs, adjectives, adverbs, and task words. Difficulty reading basic words found in nouns while reading difficulties were formed in verb words, experience changes in syllable patterns, and some reading difficulties on the subject also cause changes in syllable numbers.

In this above study related to students in the school, but in research conducted on researchers currently related to the movie in "Taare Zameen Par". But still with the has similarities the same topic or the same scope about learning disorder dyslexia.

C. Conceptual Framework

It is important to understand language disorder. This discussion of language disorder becomes an interesting topic to be analyzed since it reveals the learning disability of human nature including the brain, sense, and feeling. Thus, the researcher tried to study deeper about this language disorder because it studied the relationship between language and behavior. However, understanding a language can be very difficult for someone's problems in his or her brain known as a mental illness. One example of a mental illness whose symptoms can be detected through a learning disability is dyslexia. This illness is caused by language disorder and delusion. The sufferer may get the disturbances in language and behavior. The language impairments occur because of the influence of hallucination and delusion. The sufferer (Ishaan) got problem in understanding the words (jumbled words), misunderstanding meaning, etc

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

The research used a descriptive qualitative method. Bogdam and Taylor (in Moleong, 2006:4) stated that the qualitative method was used as research procedures that result in descriptive data containing spoken and written words and people's behavior which can be observed. In this case, the qualitative method is used to describe language disorder in analyzing the words, letters, language disorder, and accompanying behaviors the problems of dyslexia. After that, the researcher describes the problems causing the language disorder above in the movie *Taare Zameen Par*.

3.2 Source of the Data

An analysis in qualitative research must have an accurate description and interpretation of the phenomenon. In this research, the data was taken from the dialogues of the *Taare Zameen Par* movie. The researcher used the script to collect the data and made a note about the language abnormalities. The script was needed to represent the words, letters, and language behavior between the main character and other characters in each scene. To may help to make visible characteristics for a complete. This movie has a duration 2 hours 42 minutes and all of them were used as the source in data of this research.

3.3 Technique of Collecting Data

There are some procedures and in collecting the data to be analyzed :

1. The researcher choose the “Taare Zameen Par” movie as the object of analysis and read the script of the movie as the source of data.
2. Browsing the movie from the internet and watching the “Taare Zameen Par” movie.
3. Printing out and reading the script of and the writer identifying in the text about a learning disorder in the movie.
4. Underlining kinds of the learning disorder in the script of “Taare Zameen Par” movie.
5. Organizing and classifying the data dealing with the research problems and they will be divided into categories, such as words, letters, language abnormalities, and behavior the problems of dyslexia sufferers.

3.4 Technique of Analyzing Data

1. The researcher observed the language obtained by the child.
2. The researcher recorded and taken note of the utterances, words, and letters of the research subject in his daily activity and when he interacted with the people around him.
3. The researcher listened and saw to the words, letters, and utterance of the research subject.
4. The researcher transcribed the words, letters, and utterance of the that was collected from the note.

5. The researcher will make the organization of the data analysis from the record or note.
6. The researcher classified the data based on the problem of research.
7. The researcher will make the data categorized which include the kinds and problems.

After collecting the data taken from the steps of the research data, the researcher analyzed them based on the theory (Moleong 2006:104), in this case, the researcher used data analysis to process, categorize, systemize the data into pattern, category, and that it does not involve the interaction between the researcher and the subject directly. The techniques include watching the movie and taking a note classified as collecting data to analyze.

CHAPTER IV

DATA AND DATA ANALYSIS

4.1 Data

In this chapter, the researcher analyzed the data on what had been collected from the “Taare Zameen Par” Movie, with the duration of 2 hours 42 minutes. The researcher took only sentences or utterances, and paragraphs which were dealt with disorder that had taken from dyslexia child on the Taare Zameen Par Movie as the research subject according to Moleong theory.

4.2 Data analysis

Having analyzed the collected data, it was found out the kinds of dyslexia and conflict in the “Taare Zameen Par” Movie. The sentences or utterances, and paragraphs were analyzed and classified based on research question. The movie was analyzed to obtain the answer to the questions. This chapter was also divided into four sub-chapter; the kinds of dyslexia in the main character of “Taare Zameen Par” movie, the impact of the conflict of dyslexia in the main character of “Taare Zameen Par” movie, and the effort to overcome of dyslexia by teacher in the main character of “Taare Zameen Par” movie.

1. The kinds of Dyslexia in The Main Character of “Taare Zameen Par” Movie.

Directional dyslexia is distinguished by left-right confusion what makes a tendency to become disoriented or lost. The term can be used occasionally to mean confusion with letters such as p and b or d and b, where there is confusion

over the ‘direction’ of the letter. Generally, problems with directions are a symptom of dyslexia more than a subtype. Not all dyslexics have this problem.

Data 1, (Scene 8)

Brother : Wow! What is this?
 Done. Let me see. What hand writing.
 Ishaan : Smile
 Mother : Ishaan, what is this?
 Your all spellings are wrong.
 Here Table is “tabl” and here “tabal”.
 And what is this? D instead of The.
 What is this?
 Ishaan, How many times?
 How many times?
 Yesterday we did this.
 How you can forget so quickly?
 Now too much fun, gain you will be stay in same class.
 All your friends will go to next standard.
 Father : Kanti, Rohan then will you feel good?
 Son, concentrate.
 Concentrate.
 Mother : Shut up and correct the spelling.
 Ishaan : -No.
 Mother : -What?
 Ishaan : -No, no, no.
 Mother : -Ishaan.

In this scene, Ishaan learnt in his home and mother taught Table became “tabl” and here “tabal”. These utterances showed how Ishaan could write by hearing what the teacher said. The utterance is this? D instead of The. This sentence showed Ishaan did not understand how to write the alphabets. Directional dyslexia is distinguished by left-right confusion and a tendency to become disoriented or lost. The term is also occasionally used to mean confusion with letters such as p and b, where there is confusion over the ‘direction’ of the letter. Generally, problems with direction are a symptom of dyslexia more than a sub-type.

Here the word Table is “tabl” and here “tabal”. Ishaan could write down word “table”, he wrote tabl and tabal. He did not understand how to write the word. It was too hard identify letter by letter while writing word or words.

And what is this? D instead of The. He just wrote what he interpreted while hearing word, although the correct one was letter but he imagined that it was a word. Also, mother taught him in normal way which caused the shock to him when she looked his book. All were wrong and Ishaan always did the same mistakes as before. He could distinguish some alphabets, like b and d it was called directional dyslexia. But in this scene he could not write the word table correctly, he wrote that word (table) “tabl and tabal”. In data 2 there are some alphabets that Ishaan did not understand how to distinguish them.

Data 2, (Scene 31)

Teacher : Hello.

My name's Ran Shanker Nikumbh.

I teach at New Era School.

Mother : Come in.

Father : Are these his 3rd standard books?

Teacher : - Yes.

Who made this?

Mother : Ishaan did.

Teacher : Ishaan did?

Does he paint?

Mother : Yes, he loves to paint.

Teacher : Can I have some water please?

Why did you send him?

Why?

Father : There was no choice.

Last year he failed in 3rd standard.

Can you believe it?

In 3rd standard.

And there's no sign of improvement.

This, my elder son, he comes 1st in every class every subject.

And that other one.....

Teacher : what do you think, what his problem is?

Father : problem? His attitude what else?
 Towards studies, towards everything.
 Always stubborn, always attitude.

Teacher : I'm asking about his problem, but you're telling me the symptoms.
 You're telling me he has the fever, that's I know already.
 I'm asking why he has a fever.

Father : What's the reason for the fever?
 Then you tell me.
 Tell me.
 Have you noticed any pattern in his mistakes in his lessons?
 Pattern.
 What pattern?

Teacher : then you couldn't notice the patterns.
 Look here.
 Here "b" is in place of "d" in place of "b"
 Confusion among similar looking alphabets.
 Here, he wrote "s" and "r" in reverse. Even more..
 Look here.
 This small "h" and small "t" Mirror imaging.
 Animal, animal, animal.
 Three different spellings on the same page. It means, it's not the case that he remembers one wrong spelling.
 He mixes similar looking words.
 This "t-o-p" becomes "p-o-t"
 This "s-o-l-i-d" becomes "s-o-i-l-d".
 Why does he do that? Is he stupid, or lazy? No I think, he's having difficulty recognizing words.
 When you read "a-p-p-l-e" apple, you imagine a red apple in your head. Maybe he can't read "apple"
 That's why he can't get the meaning as well.
 To learn, one has to know the sounds, visual and meanings of words.

Father: Ishaan is lacking this very important need.
 To skip the studies.

Teacher: Read this please.

Father: How can I read it?
 It's in Chinese.

Teacher: Try it. Come on. Concentrate.
 What's this rubbish? You're not behaving. You're being rascal.
 That's how Ishaan must be feeling.
 He couldn't understand the words.
 This problem in studies is called "Dyslexia".
 Sometimes a child has some more problems other than Dyslexia.
 Like difficulty in understanding multiple instructions. Turn to page 65, chapter 9, Para 4, line 2 Confusion... Or Poor Final Gross Motus Skills.

Does Ishaan feel problems in buttoning his shirt or tying his shoelace?

Yes Can he catch the ball when you throw it to him? He can never judge the ball.

Because he can't understand the size, distance and speed all together. A ball, how big, from how far and at what speed coming towards him.

Until he analyzes all this... It's too late.

Think about it.

This scene was in Ishaan's house. The sentence "Who made this?. Ishaan did. Ishaan did?. Does he paint?. Yes, he loves to paint". These scene showed that he like painting. He had many wonderful paintings. The sentence "look here. Here "b" is in place of "d" and "d" in place of "b". Confusion among similar looking alphabets. He could not differentiate between b and d. "Here, he wrote "s" and "r" in reverse. Even more... this small "h" and small "t". Mirror imaging. Animal, animal, animal. Three different spellings on the same page. It means, it's not the case. He remembers one wrong spelling. He mixes similar looking words. This "t-o-p" becomes "p-o-t" This "s-o-l-i-d" become "s-o-i-l-d". Why does he do that?. Is he stupid, or lazy?. No. Actually the words are correct but we can read that directly, we can read by mirror because words are rolled back. I think, he's having difficulty. In recognizing words when you read "a-p-p-l-e" apple, you imagine a red apple in your head, maybe he can't read "apple" that's why he can't get the meaning as well. Difficult to recognize word by word in a sentence". Directional dyslexia is distinguished by left-right confusion and a tendency to become disoriented or lost.

The term is also occasionally used to mean confusion with letters such as p and b or d and b, where there is confusion over the 'direction' of the letters. Generally, problems with directions are a symptom of dyslexia more than a subtype.

Not all dyslexics have this problem (Angela J.F, 2001:13). This problem in studies is called as “Dyslexia”. Sometimes a child has some more problems other than dyslexia like difficulty in understanding. Multiple instructions, “Turn to page 65,chapter 9, paragraphs 4, line 2” confusion. Teacher explains to Ishaan’s parent that he was not a normal child because he had dyslexia. That was way he could not understand and was different from his brother.

Ishaan’s teacher was excited and proud of him, because he was looked at Ishaan’s painting and that was so wonderful. Ishaan loved painting to release his hobby and exploring what he was looking at. The teacher gave the explanation to his parents to show his mistake. In learning he was so confused how to make differences between “b” and “d”, because they both were nearly similar. He had a problem how to undersatnd the alphabet. Some children might only be able to write backwards (deer as reed) or upside-down, or in reading might only be able to write letters(b with d, p with q, u with n, m with w) and engage in other anomalies. To help remedy such problems as those wih letters, it is best not to present the letters to the child in isolation but in a context. Steinberg, (Nagata, Aline, 2001:334)

For this mistake, Ishaan wrote down the words that were rolled back. When we looked at those words in a mirror, we would understand and could read the word well. The teacher showed it Ishaan’s parents and said that he was not a stupid child but he needed different way to understand alphabets, number and others about science.

Ishaan had problem how to recognized words, while he knew and read those words which were different in his imagination. He could read and imagine that words but that did not get the meaning.

Primary dyslexia is a dysfunction of rather than damage to the left side of the brain (cerebral cortex) and does not change with age. Individuals with this type of dyslexia are rarely able to read above a fourth-grade level and may struggle with reading, spelling, and writing as adults. Primary dyslexia is passed in family lines through their genes (hereditary). Data 3, scene 7 showed Ishaan did not understand how to read the sentences.

Data 3, (Scene 7)

Teacher: Class, turn to page 38,
chapter 4, paragraph 3.
We are going to mark adjectives today.
That goes for you as well Ishaan Awasthi. Page 38, chapter 4,
paragraph 3.

Ishaan: (silent)

Teacher: Can I have your attention Ishaan? Ishaan?

Ishaan: (silent try to understand)

Teacher: I said, page 38, chapter the first sentence and point out the
adjectives.

Ishaan: (silent try to understand)

Teacher: Page 38 Ishaan. Adithaya just help the boy.
Come on, the rest of you look into your books. Read the first
sentence and tell me where the adjectives are.
Okay, come on, let's all mark the adjectives together.
Just read the sentence for me. Just read the sentence Ishaan.

Ishaan: They are dancing.

Teacher: Silence, speak in English.
The letters are dancing.
They are dancing, are they?
Okay, and then read the dancing letters.
Trying to be funny? Read the sentence loud and proper.
I said, loud and proper Ishaan.

Ishaan: Loud and proper. Loud and proper.

Teacher: Stop it, stop it.
Enough is enough. Get out. Get out of my class. Out.

You want to leave as well? Who is laughing here?
 Who was to follow him?
 I don't want your kitten in my class, look at your books.
 Shameless boy. Open your books now. Who's gonna tell me what
 the adjectives are? –
 I don't want a sound for this class. - Yes.
 Students: Come on. Again punished?
 Duffer, where is the punisher?
 Hey duffer, do you get punished every time?
 He is regular.
 Student: Hey Ishaan.
 Do you bring the signed test paper?
 No. Too bad, now you are gone.
 Mother: Yohaam, Ishaan, wash your hands n' mouth,
 I m serving food.

This scene was about an order teacher to a student in the class. “Class, turn to page 38, chapter 4, paragraph 3”. (scene 7) These were an order to open the lesson for all students in the class. “Well Ishaan Awasthi. Page 38, chapter 4, paragraphs 3”. Teacher ordered him to open the book. “I said, page 38, chapter, the first sentence and, point out the adjectives. Page 38 Ishaan....” Teacher orders for the third time to Ishaan. “They were dancing”. Ishaan did not understand and said the words in the book were dancing.

“Class, turn to page 38, chapter 4, paragraph 3”. Those sentences were orders to all students to open their books and saw the page, chapter, and paragraph. It meant there was a command from the teacher to students. “Well Ishaan Awasthi. Page 38, chapter 4, paragraph 3”. That command was especially to Ishaan to open the book, but Ishaan did nothing. He was silent and saw, he tried to understand what the teacher said and ordered him. “I said, page 38, chapter, the first sentence and, point out the adjectives”. Teacher repeated and ordered him again to open the book and also pointed out the adjective. Ishaan tried to understand again what teacher

ordered by looking at the teacher's face. He still did not understand what the teacher said. "Page 38 Ishaan..." Teacher could not stop her anger to Ishaan, she said that the order to him loudly and he still did not understand. "They were dancing". He answered and made the teacher angrier, he did not say the correct answer, he said that the words were dancing. Actually, that was the fact, Ishaan did not lie to the teacher.

Dyslexia cannot read long sentences, like the teacher's order to Ishaan. Dyslexia saw the words were dancing was a fact, because it was felt confusing to understand and read the words in a sentence. So, that was why Ishaan felt the words were dancing while he tried to read and understand, because he was confused. "Well Ishaan Awasthi. Page 38, chapter 4, paragraph 3". Ishaan could not understand what teacher said if the command was like that. He could not remember why teacher said it just to remember the command he felt difficult. Moreover in that sentence, there were three kinds of number, (38,4,3), Ishaan fully could not understand the command and just made him more confused. Primary dyslexia is a dysfunction if rather than damage to the left side of the brain (cerebral cortex) and does not change with age. Individuals with his type of dyslexia are rarely able to read above a fourth-grade level and may struggle with reading, spelling, and writing as adults. Primary dyslexia is passed in family lines through their genes (hereditary). It was found more often in boys than in girls.

Data 4, (Scene 10)

Ishaan: Absence not teacher.
Teacher: How are you?

Children, surprise math's test.

Marks of this test will Count in the final so be careful.

Take one and pass the rest. Here.

Ishaan: Great Captain Ishaan is leaving for mission impossible.

His mission is to enter "The Earth" 3rd planet from the sun into the 9th planet "Pluto" of the solar system.

Three into nine. Oh God, the heat of the sun will destroy the starship of Captain Ishaan.

Save it. Now 3 is entering into 9.

Pluto is destroyed. The planet is no more. The great Captain Ishaan finds the answer.

The answer of 3 into 9 is 3.

Teacher: Times up.

Student: Ishaan, how was the test?

Ishaan: Great.

This scene was all about mathematics. "The Earth" 3rd planet from the sun into the 9th planet "pluto" of the solar system. Three into nine". These sentence interpreted how Ishaan did the mathematics test. "Pluto is destroyed. The planet is no more. Now 3 is entering into 9. The great Caption Ishaan finds the answer. The answer of 3 into 9 is 3". Founded the result of the mathematics test by his imagination.

Ishaan did the mathematics test by using his imagination of the planet. $(3 \times 9 = 3)$ three as earth and nine as Pluto, his imagination was three battles with nine. Because he did not understand how to count the questions of the test like other normal students. In this test Ishaan just answered one question and he was sure that the answer was correct, but the fact was not , how could be.

Ishaan did not understand how to count while he did the mathematics test. He finished the tests by using his imagination. three as earth and nine as Pluto. They are battle and the result wa Pluto destroyed, so Ishaan thought that the answer of 3 into 9 was 3. Because, three was the win of the battle between earth and Pluto. There

were three main type of “Primary Dyslexia” was a genetic from. It was the most common form of Dyslexia. Dyslexics in this group typically experiences problems with letter and number identification, spelling, reading, arithmetic, measurement, time, instructions and other skill sets that were normally performed by the left hemisphere.

Data 5, (Scene 18)

Teacher: Children, this is Ishaan
 Nandkishor Awasthi.
 Come forward here.
 Come, pickup your bag.
 Your place is over here from today.
 Exact in front of my eyes.
 Just beside the Rajan Damodhran.
 Rajan Damodhran always stood first in the class.
 I hope that Rajan Dhamodhran company pays good effects on you.
 Do you understand?
 Sit down.
 Writing a poem and its central idea today's topic is. Page No. 28.
 Rajan Damodharan you'll read the poem and Ishaan
 Nandkishor ...Awasthi you, you'll explain the central idea of the
 poem.'Nature'.
 Okay. Start Rajan. 'Nature' 'Open sky from the top',
 'Your world is filled with clouds' '
 It's blinked like a jewel till the elephant dies due to thrust' 'Bicycle
 buzzer, stone or mud or blind man stick' '
 Then you seem to be filled with water, you are our sweet stream'.
 Very good.
 Yes Ishaan Anand Kishor Awasthi explains the central idea of the
 poem.

Ishaan: What we see, we feel it exists and what we can't see we feel it isn't
 exists.
 But sometimes what we see isn't true.
 And what isn't visible, is true. Means.

Teacher: Err! What are you doing visible or not visible?
 Menoo Patel you explain.
 Poet says when he sees the stream then he sees the sky reflection in it
 and he explains ...that reflection with different kinds of ways. And the
 flow of the stream rises again.
 Good, very good. Menoo Patel, sit down. Yes children,
 'Open sky from the top'...

This scene was about learning at the class. “Today’s topic is. Page No.28. rajan Damodharan you’ll read. The poem and Ishaan Nandkishor...Awasthi you, you’ll explain the central idea of the poem.’Nature’. okey”. This scene showed that teacher give commands to Ishaan to explain the central idea of the poem. Very good. Yes Ishaan Anandkishor Awasthi. Explain the central idea of the poem”. These scenes show that Ishaan was given an incorrect answer.

Teacher gives a command to students, for Ishaan’s teacher want he explains the central idea of the poem. This is difficult for Ishaan. Ishaan did not explain well, the teacher said that his explanation was incorrect. He cannot understand how to explain well, make him more fell helpless to learn, because for Ishaan that is something difficult. Primary dyslexia is a dysfunction of rather than damage to the left side of the brain (cerebral cortex) and does not change with age. Individuals with this type of dyslexia are rarely able to read above a fourth-grade level and may struggle with reading, spelling, and writing as adults. Primary dyslexia is passed in family lines through their genes (hereditary). It is found more often in boys than in girls.

Data 6, (Scenes 1)

Assistant driver: Where have you been? Bus had been stopped for you from 10 minutes. Let's go.

Ishaan: (silent)

Assistant driver : Why you haven't been listening, daily we are late because of you. Let's go.

Ishaan: (silent)

Assistant driver : Let's Go

.

In the first scene, it is when employees of school who pick up Ishaan invite him to enter the bus. But he was just silent and focused on his activity, there are no answer anymore like say ok or others. Where have you been?, Bus had been stopped for you, from 10 minutes. Let's go. It is a long sentence spoken by the employees, Ishaan did not understand and as he didn't listen well to the employees. Why you have not been listening, daily we, are late because of you. Let's go. Let's Go. After that, the employees just take Ishaan to enter the bus. Dyslexia cannot understand to the command and question asked by people who ordered.

Where have you been?, Bus had been stopped for you, from 10 minutes. Let's go. Why you have not been listening, daily we, are late because of you. Let's go. Let's Go. Researcher found word "let's go", means that people who say that because he want to something and want others to answer or do that order also invite for. But dyslexia was cannot understand what people said, just do what they more interested. Ishaan did not answer and focused to his little fishes that he founded in the gutter. Phonological (auditory) dyslexia refers to the specific learning disability termed auditory processing, or the more severe condition termed Auditory Processing Disorder (OPD). This form of dyslexia involves difficulty with sounds of letters or groups of letters. When this form of dyslexia is present, the sounds are perceived as jumbled or not heard correctly.

Data 7, (scenes 2)

Ishaan: Shero... Shero jani, Hi... Hello, Hello. Hey, stop, stop...
 Mother: Go, wash your hands and mouth and put your bag in bedroom, in bedroom. First go hand wash your hands.
 Ishaan: (silent)
 Mother: Put it down, put it down. What are you doing in school? Look at your hands, look at your face. Ishaan, put it down, Ishaan... Baby, close the tab properly. You know, today you are getting you exam papers, did teacher give it to you. Inho, what Inho I'm asking?
 Brother: - Hi Mom.
 Mother: - Yohan you?
 Brother: Drama practice cancelled, Lily teacher gets viral. Mom, I get First in all subjects. Algebra, Geometry, Physics, Chem. Bio, History, English, Geography. Good and in Hindi? of only two marks.
 Mother: Inho, How's about your?
 Ishaan: Wow! It's working.
 Mother: Ishaan, first complete your homework,
 No Ishaan... uniform...

This scene is about utterance, Go, wash your hands and mouth and, put your bag in bedroom, in bedroom. First go hand wash your hands. Put it down, put it down. What are you doing in school? Look at your hands, look at your face. Ishaan, put it down, Ishaan...(Scene 2) These sentences show an utterances also order by mother to Ishaan. Ishaan, first complete your, homework, No Ishaan... uniform... (Scene 2) These line show an utterances to do something.

There are long sentences above, that is an utterance to order by mother to Ishaan, but he did not listen and leave away. Mother say and order more than once to Ishaan but he did not know, until has mother scream to say some order to Ishaan. There are seven orders that mother did to Ishaan and dyslexia cannot understand long sentence. Ishaan just focus on his fish that he founded on the moat side of road while waiting the bus. Phonological (auditory) dyslexia refers to the specific learning disability termed auditory processing, or the more severe condition termed Auditory Processing Disorder (OPD). This form of dyslexia involves difficulty with

sounds of letters or groups of letters. When this form of dyslexia is present, the sounds are perceived as jumbled or not heard correctly

Ishaan did not understand if he was dyslexia sufferer, also his parent didn't know that disease. Ishaan felt difficult to understand while learning, which make teacher who teach him always say that Ishaan is stupid and lazy to learn.

Data 8, (Scenes 22)

Teacher: ...A noun is a naming word and a pronoun is use
 ...instead of a noun and adjective describes a noun and a
 ...verb describes the action of a noun and adverb
 ...describes the action of a verb and a conjunction joins
 ...a sentence together, a preposition use to describe
 ...the relation between a noun and pronoun and a
 ...interjection is a word thrown in to express feelings.
 ...Have you got it Mr. Ishaan Nanad Kishor Awasthi?
 Why?
 Why can't you?
 Idiot. Why can't you?
 What is your problem, son?

This scene is about Ishaan's falling down and totally give up with his problem in learning. He always tried to learn and learn the lesson but he cannot understand anymore it, just make him more confused. His parents also did not know and understand that there is something wrong with Ishaan. As Ishaan also did not understand about his condition, it is very different from his elder brother. In this scene Ishaan stopped his learning to understand the lesson, until he also stop his hobby to paint.

Right hemisphere is better prepared than the left to appreciate some of the pragmatics aspects of language. Kaplan, Brownell, Jacobs, and Gardner (1990) examined the ability of individuals with right-hemisphere brain damage to interpret conversation remarks. (Carrol, 1994) Like Ishaan's problem to understand while

learning, he had difficult process to comprehension the lesson, like mathematics, language and other.

On the data 9, it showed how the teacher cared for Ishaan. In data 9 the researcher found that the teacher know that Ishaan had dyslexia.

Data 9, (Scene 26)

Teacher: Have it, this is yours, this is yours and that's yours.
 Draw, paint and do whatever you want to do.
 Till now I be back by dropping this. But what we paint sir there is nothing on the table.
 This table. This table is very small sweetheart, that much small so it isn't bare your beautiful thoughts. Look in to your mind and draw an amazing Technicolor photo. and drop it on the paper.
 Steal, steal the joy.
 Nobody is here to stop you.
 Where were you been lost friend?
 Are you looking for

Ishaan: (silent)

Teacher: something in thoughts?

Ishaan: (silent)

Teacher: Nothing to worry and rush.
 What happen kid?
 Don't you like painting?
 What is your name son?

Ishaan: (silent)

Student: Sir his name is Ishaan Awasthi.
 Thanks.

This scene is about class painting. Are you looking for. something in thoughts? Nothing to worry and rush. What happen kid?. Don't you like painting?. What is your name son?. Sir his name is Ishaan Awasthi. Thanks. These scene showed that Ishaan did nothing in the class, was just silent without doing anything.

The new teacher asked to Ishaan, he was just silent and did nothing in his class. All students in the class are painting on the pieces of paper that teacher gave. The teacher was surprised and confused with Ishaan's act, he was just silent and sat

on his chair. For the first time, he thought that he did not painting because he was still looking for inspiration. But after that teacher was back to Ishaan's seat (chair) and the paper given still clean, no painting anymore. The teacher felt confused and think what wrong with Ishaan was he knew Ishaan's name from his friend who sits beside him. He felt different to Ishaan, because he look that there is something wrong with him. From Ishaan's eyes, the teacher looks that Ishaan need helping to face his problem in learning.

After knowing Ishaan is problem, the new teacher looked for all Ishaan's books in the office. He was aware because he teaches in disability school too. He looked at Ishaan book's and he understand why Ishaan was silent and do nothing in his class. In those books, Ishaan always did the same mistakes. To normal people after knowing the right one, they will do the right one. But, not for Ishaan, he did same mistaken while writing alphabets, words and others. After checking all Ishaan's book, he understands and knows that Ishaan had dyslexia. So, he wants to help him in learning, because he need different way to learn.

2. The impact of the conflict of dyslexia in the main character of "Taare Zameen Par" movie.

In the "Taare Zameen Par" movie, data 10 showed that Ishaan learn and do the homework with his mother.

Data 10

Brother: Wow! What is this?

Superb. Done. Let me see. What hand writing.

Mother: Ishaan, what is this?

Your all spellings are wrong.

Here Table is "tabl" and here "tabal".

And what is this?

D instead of The. What is this?

Ishaan, How many times?

How many times?

Yesterday we did this.

How you can forget so quickly?

Now too much fun,

Again you will be stay in same class. All your friends will go to next standard.

Father: Kanti, Rohan then will you feel good? Son, concentrate. Concentrate.

Mother: Shut up and correct the spelling.

Ishaan: - No.

Mother: - What? Ishaan:

No, no, no.

Mother: - Ishaan

Ishaan is not a lazy child, he is diligent student. When his teacher gives homework he always did the homework. Usually mother help Ishaan to do the homework. But every time she looked at his book she always shock while especially when at looking at how Ishaan write down some alphabets or some words. Actually Ishaan always had spirit to study but he was should think the lesson harder. It is good while Ishaan think harder and he understood but the fact he still did not understand. One strange thing is Ishaan always did the same mistaken. To a normal child after knowing that he did wrong,he usually repair it to be better. It is not for Ishaan, he always did wrong the something repeatedly. While mother ask him to read some sentences, he cannot do that and just looked at mom's face. That why the reason why his mother always mocked him, the word is "stupid". Data 11 showed how Ishaan love to paint, but the parent no respect to effort of Ishaan.

Data 11

There is a new teacher who know about Ishaan's disease, he know that Ishaan had dyslexia. In a the other hand, Ishaan had ability to paint, his painting was very beautiful and wonderful. But Ishaan's parent didn't pay attention to his ability, because they were just focused on science. Ishaan's brother was also a smart child, it was very different from Ishaan. His parents also didn't know that Ishaan had dyslexia. Therefore, his parents think that Ishaan is a child who is lazy, naughty, and unruly. Ishaan's position also tends to be more difficult because the situation is contrary to what was in his brother. But, he needed different process and the way to learning, with other children who had disability.

Teacher : Hello.

My name's Ran Shanker Nikumbh.

I teach at New Era School.

Mother : Come in.

Father : Are these his 3rd standard books?

Teacher : - Yes.

Who made this?

Mother : Ishaan did.

Teacher : Ishaan did?

Does he paint?

Mother : Yes, he loves to paint.

Teacher : Can I have some water please?

Why did you send him?

Why?

Father : There was no choice.

Last year he failed in 3rd standard.

Can you believe it?

In 3rd standard.

And there's no sign of improvement.

This, my elder son, he comes 1st in every class every subject.

And that other one.....

Teacher : what do you think, what his problem is?

Father : problem? His attitude what else?

Towards studies, towards everything.

Always stubborn, always attitude.

Teacher : I'm asking about his problem, but you're telling me the

symptoms.

You're telling me he has the fever, that's I know already.

I'm asking why he has a fever.

Father : What's the reason for the fever?

Then you tell me.

Tell me.

Have you noticed any pattern in his mistakes in his lessons?

Pattern.

What pattern?

Teacher : then you couldn't notice the patterns.

Look here.

Here "b" is in place of "d" in place of "b"

Confusion among similar looking alphabets.

Here, he wrote "s" and "r" in reverse. Even more..

Look here.

This small "h" and small "t" Mirror imaging.

Animal, animal, animal.

Three different spellings on the same page. It means, it's not the case that he remembers one wrong spelling.

He mixes similar looking words.

This "t-o-p" becomes "p-o-t"

This "s-o-l-i-d" becomes "s-o-i-l-d".

Why does he do that? Is he stupid, or lazy? No I think, he's having difficulty recognizing words.

When you read "a-p-p-l-e" apple, you imagine a red apple in your head. Maybe he can't read "apple"

That's why he can't get the meaning as well.

To learn, one has to know the sounds, visual and meanings of words.

Father: Ishaan is lacking this very important need.

To skip the studies.

Teacher: Read this please.

Father: How can I read it?

It's in Chinese.

Teacher: Try it. Come on. Concentrate.

What's this rubbish? You're not behaving. You're being rascal.

That's how Ishaan must be feeling.

He couldn't understand the words.

This problem in studies is called "Dyslexia".

Sometimes a child has some more problems other than Dyslexia.

Like difficulty in understanding multiple instructions. Turn to page 65, chapter 9, Paragraph 4, line 2 Confusion... Or Poor Final Gross Motus Skills.

Does Ishaan feel problems in buttoning his shirt or tying his shoelace?

Yes Can he catch the ball when you throw it to him? He can never judge the ball.

Because he can't understand the size, distance and speed all together.
A ball, how big, from how far and at what speed coming towards him.
Until he analyzes all this... It's too late.
Think about it.

Ishaan love to paint, everything that he like or looked at, he always paint it, and as the result of his painting was so beautiful, like the adult painting. In his room, there were some pictures like moon and star as on the sky. But there is no respect for Ishaan is creation, especially from his mother and father. Just his brothers that respect to Ishaan creation, his parents did not realize if Ishaan has a good ability to paint. Because his parents thinks that, someone who didn't have ability in learning will never successful in the future. His parents did not understand either that there is something wrong with Ishaan, he is dyslexic.

Data 12

The classroom and dormitory activities cannot be enjoyed at all by Ishaan and all the teachers still think of him as a stupid students, various punishments, that are contained in data 12, Ishaan does not know what is instructed by his teacher, who finally Ishaan asked to quit his class.

Teacher: Class, turn to page 38,
chapter 4, paragraph 3.
We are going to mark adjectives today.

That goes for you as well Ishaan Awasthi. Page 38, chapter 4, paragraph 3.

Ishaan: (silent)

Teacher: Can I have your attention Ishaan? Ishaan?

Ishaan: (silent try to understand)

Teacher: I said, page 38, chapter the first sentence and point out the adjectives.

Ishaan: (silent try to understand)

Teacher: Page 38 Ishaan. Adithaya just help the boy.

Come on, the rest of you look into your books. Read the first sentence and tell me where the adjectives are.

Okay, come on, let's all mark the adjectives together.

Just read the sentence for me. Just read the sentence Ishaan.

Ishaan: They are dancing.

Teacher: Silence, speak in English.

The letters are dancing.

They are dancing, are they?

Okay, and then read the dancing letters.

Trying to be funny? Read the sentence loud and proper.

I said, loud and proper Ishaan.

Ishaan: Loud and proper. Loud and proper.

Teacher: Stop it, stop it.

Enough is enough. Get out. Get out of my class. Out.

You want to leave as well? Who is laughing here?

Who was to follow him?

I don't want your kitten in my class, look at your books.

Shameless boy. Open your books now. Who's gonna tell me what the adjectives are? –

I don't want a sound for this class. - Yes.

Students: Come on. Again punished?

Duffer, where is the punisher?

Hey duffer, do you get punished every time?

He is regular.

4.3 Research Findings

Based on research, this chapter discusses search and discussion of the data. In the finding to data, the researcher will classify the scene that has a prior of the dyslexia problems and there is a conflict there. After that, the classifies and then interprets the scene. Researchers will discuss using three factors that are main factors of the conflict it self.

The research data findings explains the problems of dyslexia found in the film, the kinds of dyslexia in the film, the impact of the conflict in the main character, and the effort to overcome of dyslexia by teacher in the main character. This analysis focuses on the conflict of dyslexia on the main character in the movie “Taare Zameen Par”. As long as the reasercher watched the film to classify the scene, the researcher found data into 90 scenes, but only 12 scenes that can be the data.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The results of the research can be concluded as follows :

1. The first objectives of the research is to explain the problems of dyslexia. Dyslexia children just need more attention and care to help them learn to read, spell and write and overcome other disabilities that they suffer from in their daily life. In the movie “Taree Zameen Par”, Ishaan as main the character who has dyslexia does not understand about his in the confusion learning disability and his parents also. Ishaan also overcomes his dyslexia before meets his teacher, Ishaan always does the homework and learns with his mother and does painting, while he always finds something which breaks his concentration. When his teacher gives homework he always does the homework. Usually mother helps Ishaan to do the homework. But, her mother is always being shock when she looks at Ishaan’s books because Ishaan’s writing is too hard to read. He loves to paint; he paints everything he meets which he thinks it is interesting. For the example, when he goes back from school and he sees ice cream, he is going to paint it. Ishaan’s painting is very beautiful; it does not reflect that the one who paints is a child. What is important is to be aware of these disorders as teachers and to know which reading techniques are effective for them and to help them overcome the target language.

2. The second objectives of this research is to describe the kinds of of dyslexia that happened to Ishaan the main character in Taare Zameen Par movie. They are directional dyslexia, primary dyslexia and phonological (auditory) dyslexia. Directional dyslexia, for the example, Ishaan cannot distinguish between the alphabet of b and d. Ishaan feels dizzy to distinguish of those alphabets, because those alphabets look similar. Other examples for words, like when Ishaan wants to write "Table" it can be "tabl" and "tabal". Ishaan cannot understand how to write the correct word, he always does some mistake when he learns. Then, primary dyslexia, here Ishaan cannot understand what teacher says, moreover his teacher commands by a long sentence. He cannot remember what teacher says, just to remember the command he feels difficult. It is like (page 38, chapter, the first sentence and, point out the adjectives), Ishaan fully cannot understand to the command and just make him more confused. Third, phonological (auditory) dyslexia, Ishaan just keeps silent and takes focus on his activity, there is no answer anymore like say ok or others. When someone asks or talks to him, he does not respect tothe speaker, he tries to understand but he is failed. This symptom usually calls phonological (auditory) dyslexia.

5.2. Suggestion

Based on the result of the research, the following suggestion were presented as follows:

1. This research can be one of the references of students who are majoring in linguistics to bring psycholinguistics approach for their final research. The field of psycholinguistics has many topics that are interesting to be investigated. Besides dyslexia, there are still many other abnormalities categorised as language disorders. Deeper explanations of the language disorders can give a better understanding about language phenomena.
2. This research can be one of source for us to get moral educations so that we can take them as our study. It is be better for us to teach moral education for children early.
3. For people especially those who have become parents, it would be better if paying more attention needed the parents care and closeness, especially the children have learning disorders.

REFERENCES

- Abdurrahman, M. 2003. *Pendidikan Bagi Anak Berkesulitan Belajar*. Jakarta: Rineka Cipta.
- Altmann, G. T. 2001. The Language Machine: Psycholinguistics in Review. *British Journal of Psychology* , 129 - 170.
- Annury, Muhammad Nafi. 2015. CHILDHOOD AND LITERACY (A CRITICAL STUDY OF MEDIA EDUCATION AS CONTEMPORARY CULTURE). *Vision: Journal for Language and Foreign Language Learning*, 4(1), 73-124. doi:<http://dx.doi.org/10.21580/vjv4i11634>
- Angela J.F, 2001 Physicochemical properties, modifications and applications of starches from different botanical sources. Faculdade de Engenharia de Alimentos – FEA, Universidade Estadual de Campinas – UNICAMP, Campinas, SP, Brazil
- Carroll, David W. 2008. *Psychology of Language*. USA: THOMSON WADSWORTH
- Carroll, 1994 *Second language acquisition and second language Learning*. Oxford: Pergamon.
- Chaer, A. 2018. *Psikolinguistik : Kajian Teoretik*. Jakarta: PT Rineka Cipta.
- Clark . 1977. *Psychology of Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich Inc.
- Clark. 1997. *Stereotypes about Adults with Learning Disabilities: Are Professionals a Cut Above the Rest?*. University of Delhi, India. original research (Vol.30, No.2, Hal 10)
- Cowles, H.Wind. 2011. *Psycholinguistics 101*. America: Hamilton Printing.
- Indah n Abdurrahman. 2008. *Psikolinguistik Konsep dan Isu Umum*. Malang: Rinehart and Winston.
- Jamal, Gulgoona. 2019. Stereotypes about Adults with Learning Disabilities: Are Professionals a Cut Above the Rest?. *journal research*. (Vol.30, No.2)
- Jamal, Gulgoona. 2019. Stereotypes about Adults with Learning Disabilities: Are Professionals a Cut Above the Rest?. *www.dcidj.org*. (Vol.30, No.2,07-36).

- Moleong. 2006. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.
- Munyi. 2012. *Stereotypes about Adults with Learning Disabilities: Are Professionals a Cut Above the Rest?*. University of Delhi, India. original research (Vol.30, No.2, Hal 8)
- Nagata, Aline, 2001 *Psycholinguistics: Language, mind and world* (2 nd ed.). Harlow: Pearson Education Limited.
- Norita-Purba. 2018. The Role of Psycholinguistics in Language Learning and Teaching. *Tell journal*. (Vol.6, No.1, 47-54).
- Peer 2003 *An introduction to sociolinguistics* (3 rded.). Essex: Pearson Education Limited.
- Reid, Gavin. 2011. *Dyslexia*. London: Replika Press Pvt Ltd.
- Riddick, Barbara. 2003. *Living with Dyslexia*. New York: the Taylor & Francis Group.
- Widiastuti, Ni Luh Gede Karang. 2019. Karakteristik Dan Model Layanan Pendidikan Bagi Anak Berkesulitan Belajar. *Jurnal Kajian Pendidikan Widya Accarya*. (No. 2085-0018).
- wiersma n jurs. 2009. *Research Methods in Education: An Indroduction*. 9th ed. New York: Person Education Inc.

<https://www.scripts.com/script-pdf/19283>

<http://www.allfilmscript.com/taare-zameen-par-2007/>

APPENDICES

APPENDIX I

The kinds of dyslexia of dyslexia in The main character of Taare Zameen Par movie

NO	Utterance/ sentence	The kinds of dyslexia			Explanation
		Directional dyslexia	Primary dyslexia	Phonological (Auditory) dyslexia	
1	<p>Mother: Ishaan, what is this? Your all spellings are wrong. <u>Here Table is "tabl" and here "tabal".</u> <u>And what is this? D instead of The.</u></p> <p>Father: Kanti, Rohan then will you feel good? Son, concentrate. Concentrate.</p> <p>Mother: - What? Ishaan: - No, no, no. Mother: - Ishaan.</p>	√			<p>This sencence showed Ishaan did not understand how to write the alphabets. It was too hard identify letter by letter while writing word or words. He just wrote what he interpreted while hearing word, although the correct one was letter but he imagined that it was a word.</p>
2	<p>Teacher: My name's Ram Shankar Nikumbh. Mother: Come in. Father: Are these his 3rd standard books? Teacher: - Yes. Teacher: Can I have some water please? Why did you send him? Why? Father: There was no choice. Can you believe it?</p>	√			<p>These scene showed confusion among similar alphabets. He could not differentiate between b and d.</p>

	<p>This, my elder son, he comes 1st in every class every subject. Teacher: You're telling me he has the fever, that's I know already. I'm asking why he has a fever. Father: What's the reason for the fever? Then you tell me. Teacher: Here "b" is in place of "d" and "d" in place of "b" Maybe he can't read "apple" That's why he can't get the meaning as well. To learn, one has to know the sounds, visual and meanings of words. buttoning his shirt or tying his shoelace? A ball, how big, from how far and at what speed coming towards him. Until he analyzes all this... It's too late.</p>				
3	<p>Teacher: Class, turn to page 38, chapter 4, paragraph 3. We are going to mark adjectives today. <u>That goes for you as well Ishaan Awasthi. Page 38, chapter 4, paragraph 3.</u> <u>Ishaan: (silent)</u> Teacher: Can I have your attention Ishaan? Ishaan? Just read the sentence for me. Just read the sentence Ishaan. Ishaan: <u>They are dancing.</u> Teacher: The letters are dancing. They are dancing, are they? Okay, and then read the dancing letters. Trying to be funny? I don't want your kitten in my class, look at your books. Shameless boy. Open your books now. Who's gonna tell me what the adjectives are? – I don't want a sound for this class. - Yes. Student: Do you bring the signed test paper? No. Too bad, now you are gone.</p>		√		<p>Ishaan did not understand and said the words in the book were dancing. That command was especially to Ishaan to open the book, but Ishaan did nothing. He was silent and saw, he tried to understand what the teacher said and ordered him.</p>

	Mother: Yohaam, Ishaan, wash your hands n' mouth, I m serving food.				
4	<p><u>Ishaan : finds the answer.</u> <u>The answer of 3 into 9 is 3.</u> Teacher: Times up. Student: Ishaan, how was the test? Ishaan: Great.</p>		√		These sentence interpreted how Ishaan did the mathematics test. Ishaan did not understand how to count while he did the mathematics test. He finished the tests by using his imagination.
5	<p>Teacher: Children, this is Ishaan Nandkishor Awasthi. Come forward here. Come, pickup your bag. Your place is over here from today. Exact in front of my eyes. Writing a poem and its central idea today's topic is. Page No. 28. Then you seem to be filled with water, you are our sweet stream'. Very good. Yes Ishaan Anand Kishor Awasthi explains the central idea of the poem. Ishaan: <u>What we see, we feel it exists and what we can't see we feel it isn't exists.</u> <u>But sometimes what we see isn't true.</u> <u>And what isn't visible, is true. Means.</u> Teacher: Err! What are you doing visible or not visible? Poet says when he sees the stream then he sees the sky reflection in it and he explains ...that reflection with different kinds of ways. And the flow of the stream rises again.Good, very good. Menoo Patel, sit down. Yes children, 'Open sky from the top'...</p>		√		This scene showed that teacher give commands to Ishaan to explain the central idea of the poem. Explain the central idea of the poem". These scenes show that Ishaan was given an incorrect answer. Ishaan did not explain well, the teacher said that his explanation was incorrect. He cannot understand how to explain well, make him more fell helpless to learn, because for Ishaan that is something difficult.
6	Assistant driver: Where have you been? Bus had been stopped for you from 10 minutes. Let's go.			√	In the scene, it is when employees of school who pick up

	<p><u>Ishaan: (silent)</u> <u>Assistant driver : Why you haven't been listening, daily we are late because of you. Let's go.</u> Ishaan: (silent) Assistant driver : Let's Go</p>				<p>Ishaan invite him to enter the bus. But he was just silent and focused on his activity, there are no answer anymore like say ok or others. After that, the employees just take Ishaan to enter the bus. Dyslexia cannot understand to the command and question asked by people who ordered.</p>
7	<p>Mother: <u>Go, wash your hands and mouth and put your bag in bedroom, in bedroom. First go hand wash your hands.</u> <u>Ishaan: (silent)</u> Mother: Put it down, put it down. What are you doing in school? Look at your hands, look at your face. Ishaan, put it down, Ishaan... Baby, close the tab properly. Brother: Drama practice cancelled, Lily teacher gets viral. Mom, I get First in all subjects. Algebra, Geometry, Physics, Chem. Bio, History, English, Geography. Good and in Hindi? of only two marks. Mother: Inho, How's about your? Ishaan: Wow! It's working. Mother: Ishaan, first complete your homework, No Ishaan... uniform...</p>			√	<p>This scene, Mother say and order more than once to Ishaan but he did not know, until has mother scream to say some order to Ishaan. There are seven orders that mother did to Ishaan and dyslexia cannot understand long sentence. Ishaan just focus on his fish that he founded on the moat side of road while waiting the bus.</p>
8	<p>Teacher : ...Have you got it Mr. Ishaan Nanad Kishor Awasthi? Why? Why can't you? Idiot. Why can't you? What is your problem, son? Ishaan : (silent)</p>			√	<p>In this scene Ishaan stopped his learning to understand the lesson, until he also stop his hobby to paint.</p>

9	<p>Teacher :Steal, steal the joy. Nobody is here to stop you. Where were you been lost friend? Are you looking for Ishaan: (silent) Teacher: something in thoughts? Ishaan: (silent) Teacher: Nothing to worry and rush. What happen kid? Don't you like painting? What is your name son? Ishaan: (silent) Student: Sir his name is Ishaan Awasthi. Thanks.</p>			√	These scene showed that Ishaan did nothing in the class, was just silent without doing anything.
---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---	--------------------------------------------------------------------------------------------------

APPENDIX II

The impact of the conflict of dyslexia in the main character of “Taare Zameen Par” movie.

No	Utterance / Sentence	The impact of the conflict of dyslexia	
		In the home	In the school
1.	<p>Mother: Ishaan, what is this? Your all spellings are wrong. Here Table is "tabl" and here "tabal". And what is this? D instead of The. What is this?</p> <p>Mother: Shut up and correct the spelling. Ishaan: - No. Mother: - What? Ishaan: No, no, no. Mother: - Ishaan</p>	√	
2.	<p>Teacher : what do you think, what his problem is? Father : problem? His attitude what else? Towards studies, towards everything. Always stubborn, always attitude.</p> <p>Teacher : I'm asking about his problem, but you're telling me the symptoms. Father : What's the reason for the fever? Then you tell me. What pattern?</p> <p>Teacher : then you couldn't notice the patterns. Look here.Here “b” is in place of “d” in place of “b” Confusion among similar looking alphabets.Here, he wrote "s" and "r" in reverse. Even more.. Look</p>	√	

	<p>here. This small "h" and small "t" Mirror imaging. Animal, animal, animal. Three different spellings on the same page. It means, it's not the case that he remembers one wrong spelling. He mixes similar looking words. This "t-o-p" becomes "p-o-t" This "s-o-l-i-d" becomes "s-o-i-l-d".</p>		
3.	<p>Teacher: Can I have your attention Ishaan? Ishaan? Ishaan: (silent try to understand) Teacher: I said, page 38, chapter the first sentence and point out the adjectives. Ishaan: (silent try to understand) Teacher: Page 38 Ishaan. Adithaya just help the boy. Come on, the rest of you look into your books. Read the first sentence and tell me where the adjectives are. Okay, come on, let's all mark the adjectives together. Just read the sentence for me. Just read the sentence Ishaan. Ishaan: They are dancing. Teacher: Silence, speak in English. The letters are dancing. They are dancing, are they? Okay, and then read the dancing letters. Trying to be funny? Read the sentence loud and proper. I said, loud and proper Ishaan. Ishaan: Loud and proper. Loud and proper. Teacher: Stop it, stop it. Enough is enough. Get out. Get out of my class. Out.</p>		√

4.	<p>Father: Ishaan is lacking this very important need. To skip the studies.</p> <p>Teacher: Read this please.</p> <p>Father: How can I read it? It's in Chinese.</p> <p>Teacher: Try it. Come on. Concentrate. What's this rubbish? You're not behaving. You're being rascal. That's how Ishaan must be feeling. He couldn't understand the words. This problem in studies is called "Dyslexia". Sometimes a child has some more problems other than Dyslexia. Like difficulty in understanding multiple instructions. Turn to page 65, chapter 9, Paragraph 4, line 2 Confusion... Or Poor Final Gross Motus Skills. Does Ishaan feel problems in buttoning his shirt or tying his shoelace? Yes Can he catch the ball when you throw it to him? He can never judge the ball. Because he can't understand the size, distance and speed all together. A ball, how big, from how far and at what speed coming towards him. Until he analyzes all this... It's too late. Think about it.</p>		√
----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

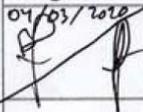
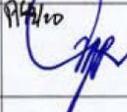
Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Nova Purnama Dewi
NPM : 1602050130
Pro.Studi : Pendidikan Bahasa Inggris
Kreatif Kumulatif : 135 SKS IPK = 3,47

Persetujuan Ket/Sekret, Prog.Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
 04/03/2020	A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie	 04/03/2020
	Improving Students' Reading Comprehension Ability by Using Reading, Encoding, Annotating, and Pondering (REAP) Strategy	
	The Authority of Mnemonic Keyword Method on Students' Vocabulary Mstery	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 Maret 2020

Hormat Pemohon,



Nova Purnama Dewi

Keterangan :

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Jurusan
- Untuk Mahasiswa yang Bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Nova Purnama Dewi
NPM : 1602050130
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in
"Taare Zameen Par" Movie

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Halimah Tussa'diah, SS, MA

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 Maret 2020

Hormat Pemohon,

Nova Purnama Dewi

Keterangan :

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Jurusan
- Untuk Mahasiswa yang Bersangkutan



FORM K 3

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Nomor : 633/II.3/UMSU-02/F/2020
Lamp. : ---
Hal : **Pengesahan Proposal dan
Dosen Pembimbing**

Bismillahirrahmanirrahiim
Assalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Nova Purnama Dewi**
N P M : 1602050130
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie

Pembimbing : **Halimah Tussa'diah, SS, MA**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku **Panduan Penulisan Skripsi** yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggapan : **24 April 2021**

Medan, 01 Ramadhan 1441 H

24 April 2020 M

Wassalam

Dekan



Dr. H. Elfrianto, S.Pd., M.Pd.

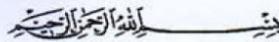
Dibuat Rangkap 4 :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
(**WAJIB MENGIKUTI SEMINAR**)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nova Purnama Dewi
N.P.M : 1602050130
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : A Psycholinguistics Analysis of Dyslexia on the Conflict of the Main
Character in "Taare Zameen Par" Movie

Sudah layak diseminarkan.

Medan, 08 Juni 2020

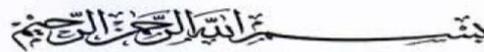
Disetujui oleh
Pembimbing

Halimah Tussadiah, SS, MA



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama : Nova Purnama Dewi
N P M : 16020050130
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie

Pada hari Senin bulan Juni tahun 2020 sudah layak menjadi proposal skripsi

Medan, 08 Juni 2020

Disetujui oleh :

Dosen Pembahas

Rini Ekayati, S.S, M.A

Dosen Pembimbing

Halimah Tussa'diah, S.S, M.A

Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 08 Bulan Juni Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Nova Purnama Dewi
N P M : 16020050130
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie

NO	MASUKAN / SARAN
JUDUL	
BAB I	
BAB II	
BAB III	Chapter III: minor revisions on the use of tense in some part of the explanation, do check and revise them.
LAINNYA	Please revise some typing mistakes. Check your references
KESIMPULAN	() Disetujui () Ditolak (✓) Disetujui Dengan Adanya Perbaikan

Medan, 08 Juni 2020

Dosen Pembahas

Rini Ekayati, S.S, M.A

Dosen Pembimbing

Halimah Tussa'diah, S.S, M.A

PANITIA PELAKSANA

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



BERITA ACARA BIMBINGAN PROPOSAL

Nama : Nova Purnama Dewi
NPM : 1602050130
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20 Maret 2020	1. Table of Content, Introduction	
10 April 2020	2. Chapter II and III Previous Related Study	
14 April 2020	3. Chapter III, Reference	
16 Mei 2020	4. All Chapter in general	
19 Mei 2020	5. ACC 14/5/2020	

Medan, 17 Mei 2020
Dosen Pembimbing

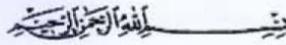
Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum

Halimah Tusca'diah, S. S., M. A



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nova purnama Dewi
N.P.M : 1602050130
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
17 Mei 2020	1. Chapter I, II and III	
16 Juli 2020	2. Chapter IV and V	
13 Agustus 2020	3. All parts in general Abstract, Table of Content, Acknowledgement	
23 September 2020	4. All parts	
20 Oktober 2020	5- ACC 20/10/2020	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum)

Medan, Oktober 2020

Dosen Pembimbing

(Halimah Tussa'diah, S.S., M.A)

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : NOVA PURNAMA DEWI
N.P.M : 1602050130
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : A Psycholinguistics Analysis of Dyslexia on the Conflict of the Main Character in "Taare Zameen Par" Movie

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2020
Hormat saya
Yang membuat pernyataan,



Nova Purnama Dewi

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



UMSU

Bila membuat surat ini agar dicantumkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 1013/IL.3/UMSU-02/F2020 Medan, 05 Dzulqa'idah 1441 H
Lamp. : -- 27 Juni 2020 M
Hal : Mohon Izin Riset

Kepada Yth.:
Bapak/Ibu Kepala Perpustakaan UMSU
Di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Nova Purnama Dewi**
NPM : 1602050130
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : A Psycholinguistics Analysis of Dyslexia on The Conflict of The Main Character in "Taare Zameen Par" Movie

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alikum Warahmatullahi Barakatuh

Dekan

Dr. H. Elfrianto S.Pd., M.Pd.
NIDN : 0115057302

Tembusan :
- Peringgal



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: 2968/KET/IL.10-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Nova Purnama Dewi
NPM : 1602050130
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"A Psycholinguistics Analysis of Dyslexia on the Conflict of the Main Character in "Taare Zameen Par" Movie"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 6 Rabiul Awal 1442 H
23 Oktober 2020 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

CURRICULUM VITAE

Name : Nova Purnama Dewi
Place And Date Birth : Stabat Lama, 24 November 1996
Age : 23 years
Gender : Female
Religion : Moslem
Marital Status : Single
Nationality : Indonesia
Address : Jl. Jenderal Sudirman Perdamaian Stabat
Mobile Phone : 0852-6146-1241
Gmail : Novapurnamadewi777@gmail.com

BACKGROUND OF EDUCATION :

1. Elementary School at SDN 053983 (2003 – 2009)
 2. Junior High School at SMP Negeri 3 Stabat (2009 – 2012)
 3. Senior High School at SMK Swasta Al- Ma'sum Stabat (2012 – 2015)
- Student at University of Muhammadiyah Sumatera Utara Medan (2016–2020)