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## LANGUAGE ACQUISITION FOR CHILDREN WITH DYSLEXIA DISORDER

### Abstrak

Fungsi utama bahasa adalah untuk berkomunikasi dan berinteraksi dengan orang lain. Banyak penelitian telah dilakukan mengenai bahasa, khususnya proses pemerolehan bahasa, karena bahasa merupakan aspek perkembangan manusia yang menarik dan mencolok untuk dibahas. Proses pemerolehan bahasa dimulai pada masa kanak-kanak hingga dewasa. Proses pemerolehan bahasa menyasar anak-anak. Tentu saja prosesnya berbeda-beda pada setiap anak. Hal ini terutama berlaku untuk anak-anak, dengan pengecualian seperti anak-anak dengan Gangguan Disleksia (DD) dan disabilitas lainnya. Insiden DD meningkat pesat di seluruh dunia setiap tahunnya. Oleh karena itu, berbicara tentang bahasa anak DD sangatlah penting. Menurut sumber database, program pendidikan khusus dan pengobatan untuk membantu perkembangan bahasa pada anak penderita gangguan disleksia dibahas lebih lanjut dalam artikel ini. Data tersebut diambil dengan cara ikut berinteraksi dan mendorong subjek penelitian untuk pemerolehan bahasa. Pengumpulan data dilakukan dengan mengamati dan memahami pemerolehan bahasa anak penderita gangguan disleksia.

**Kata kunci:** Pemerolehan Bahasa, Gangguan Disleksia

### Abstract

The main function of language is to communicate and interact with other people. Much research has been done on language, especially the process of language acquisition, because language is an interesting and striking aspect of human development to discuss. The process of language acquisition begins in early childhood and into adulthood. The process of language acquisition targets children. Of course, the process is different for each child. This is especially true for children, with exceptions such as those with Dyslexia Disorder (DD) and other disabilities. The incidence of DD is increasing rapidly worldwide each year. Therefore, talking about the language of children with DD is very important. According to database sources, special education programs and treatments to aid language development in children with dyslexia disorders are discussed further in this article. The data is taken by participating in interacting and encourage research subjects for language acquisition. The data is collected by observing and understanding the language acquisition of children with dyslexia disorder.

**Key words:** Language Acquisition, Dyslexia Disorder

### INTRODUCTION

Language is a means of communication used by humans to interact with others. Talking about language has always been related to the brain and the organ of speech. Human beings have been endowed by God with a special organ through which they can understand and produce language called language receptors and vocal organs. As English becomes a global language, more and more foreign language learners are learning English for various reasons. Today, there are very few subjects where English is not the main subject. Most children around the world learn English because it is part of the curriculum (Harmer, 2001).

The distinction between acquisition and learning has become the focus of the majority of studies looking at second language acquisition. The distinction between acquisition and learning, according to Krashen (Krashen, 1981), "helps interpret findings in all areas of second language acquisition research and practice." However, in order to understand second language acquisition, it is crucial to be aware of

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this disparity. A few conclusions have been made and are described as the fundamental ideas in the field of SLA.

The human brain is special. Nobody is able to definitively demonstrate all that occurs in the brain or the processes that take place there. Only the creatures we refer to as humans have the capacity and capability of the human brain. We are all constrained to view ourselves in terms of the maker and the creature. We are therefore invited to think about what we are entitled to think about. On the other hand, we should be appreciative to people who have done research and discovered everything about the brain. Each brain has a corpus callosum, which is a substantial wire of nerves. This links the left and right hemispheres of the brain.

Each of the right and left hemispheres of the brain, each containing 250 cells and weighing between 1.300 and 1.400 grams, is divided into two equal halves and is made up of 78% water, 10% fat, and 8% protein. It uses 20% of the glucose, protein, and oxygen-rich human blood that is used to provide its energy. The average person needs 8 to 12 glasses of water a day, or 198 gallons, for their brain. The term "brain lobes" refers to four different sections of the brain. They are Occipital, located at the back of the brain's center and used for vision. The frontal lobe of the brain is where judgment, creativity, problem-solving, and planning occur. The following is the Parietal, which is located in the top back of the brain and works as a sensomotoric and language capability. The final is Temporal, which is located on the left and right sides of the brain and is responsible for hearing, memory, meaning processing, and language. Cerebellum and Basal Ganglia are two areas of the human brain that are important in language regulation. The Basal Ganglia, which are buried deep within the cerebrum, are undoubtedly involved in human language and thought (Lieberman, 2000). The Splitbrain study discovered that "if an ordinary individual is sat in front of a screen and requested to face forward, and an object is flashed extremely briefly to his right side (i.e. his left brain), if the activity requires language, he will reply faster and more accurately" (Alfred, 2006). The left temporal lobe of the brain is the most important portion of the brain for human language acquisition and processing.

Humans are one-of-a-kind. They exist not only because God made them, but also because all things in existence support them. According to Skinner, they are completely governed by their environs, and not only by themselves. He responded in his 1971 book, *Beyond Freedom and Dignity*, that all behaviors are regulated or managed by external influences. In other words, all human acts are determined by legal principles in predictable ways. Humans acquire languages not because they learn them, but because they acquire them. They learn the language because they already know it. Brown (2000, p. 34) defines language as a process of usual acquisition through conditioning. This is consistent with the beliefs of behaviorism experts, who believe that children enter the world with a tube of taste, a blank slate with no prior understanding of the world or language, and that the children are then shaped by their environment and gradually conditioned through a diverse schedule of reinforcement (Brown, 2000, p. 22). This was referred to as Nurture. Watson claims that every form of learning can be explained by a process of conditioning in which humans develop a stimulus-response association and more complicated human behavior is taught by learning how to build a series or chains of responses (Brown, 2000, p. 80).

As a result, Watson adopted an extreme stance on one of psychology's oldest debates and fundamental concerns regarding Nature and Nurture. According to Watson, everyone is formed into who they are rather than being born. He dismisses the significance of ancestry, claiming that conduct is totally driven by the environment. But Watson's point of view was never examined further. Nonetheless, his ideas made major contributions to the environmental components that are frequently associated with behaviorism. B.F. Skinner's struggle for the restoration of a stimulus-response approach in the 1950s belongs to Watson. It has a traditional theory, namely Verbal Behavior, which is a continuation attempt of Skinner's own broad theory of learning, operant conditioning (operant conditioning). Skinner performed mouse studies in which he trained rats to get food by pushing a specific pedal. Once the rats learned that if he wanted to eat, he had to push the pedal, the procedure of collecting food was complicated by turning on the lights before getting food, and they had to press the pedal while the light was blinking.

The next method is the emphasis pedal twice as flashing lights, which rats previously comprehended (Dardjowidjojo, 2003, p. 235). So, according to Skinner, operant conditioning is conditioning in which organisms (humans) produce a response, or operands (a sentence or speech or activities that operate on the basis of the environment), in the absence of visible stimuli; operand is

maintained (learned) through reinforcement (reinforcement) (Brown, 2000 p. 22-23). Skinner's theory illustrates how different trends in response can be achieved through learning. If the response is followed by positive consequences (also known as reinforcement), the response is stronger; if the response creates negative consequences (also known as punishment), the response is lessened. Skinner discovered through these trials that the acquisition of knowledge, including linguistic knowledge, is a simply habit or thing to get used to a certain subject that is done repeatedly and insistently (Dardjowidjojo, 2003, p. 235). Furthermore, in the spirit of Watson, Skinner was uninterested in what was going on "inside" man. He claimed that speculating about human cognitive processes that cannot be observed is pointless. Rather, he concentrates on how the external environment influences his conduct. He proposed determinism. It is assumed that environmental factors entirely control behavior. People, in his opinion, tend to exhibit some patterns of conduct because they have response tendencies (response tendencies) that they attain stability via experiences. Response tendencies can be altered in the future as a result of new experiences, but they can also persist in order to maintain a certain level of consistency in behavior.

Skinner is a proponent of the Nurture theory when it comes to language acquisition because, in his view, every human speech act has a form that combines both verbal and nonverbal language, and such behavior can only be learned from the human environment or other external factors in the environment (Pateda, 1991, p. 99). As a result, it supports and elucidates the idea that stimuli are crucial to the process of language acquisition because they essentially influence response. According to Lyons (1977, p. 122), there are particular principles or inclinations in behaviorism that tend to reduce the significance of innate instincts and impulses and place a focus on the role played by learned behavior.

Additionally, Bell (1981, p. 24) stated the behaviorist perspective as a response to the question of how people actually learn languages, namely:

- a. Psychologists should believe that things that can be observed will be explained, while things that cannot be observed should not be explained or included in the explanation while trying to understand the process of human learning.
- b. Learning entails the development of habits, which starts with imitation.
- c. The answer is thought to be good and results in good rewards.
- d. Habit that has been reinforced by being used so frequently that it has become automatic in response to stimuli.

Another method for learning language is what is known as a Nature. Some specialists, including Chomsky, Derek Bickerton, and David McNeill, believe in this word. Essentially, the nature process of language acquisition is the process of language learning that is determined by innate knowledge and innate features that are universal for human beings to experience or own (Brown, 2000, p. 34). Chomsky discovered that language acquisition is dependent on nature since he stated that when a child is born, he must be endowed with a specific tool that allows him to acquire a language.

According to Brown (2000, p. 24), a language acquisition device (LAD) consists of four innate linguistic properties:

- a. The ability to identify the sound of human speech (speech sounds) from other sounds in the environment.
- b. The ability to organize data into a number of linguistic classes that can later be refined or improved.
- c. Understanding that only certain types of linguistic systems are likely to be employed and that other system types cannot be used.

But, it will be so different with the children with dyslexia disorder. For this reason, foreign language teachers and parents have the difficult task of motivating their children and keeping them interested in their school subject. They are responsible for organizing and implementing course materials and assignments to meet the needs of individual learners. This is made even more difficult in inclusive classrooms, as the educational needs of children with disabilities may differ from those of normally developing children, requiring additional housing and housing. The process of language acquisition involves certain stages such as understanding words, phrases and sentences and then final pronunciation. As Steinberg (1982) said, the main formulas concerning the relationship of language and thought (the brain) have been expressed in recent times as follows: (1) production of speech or other basic thinking behavior; (2) language is the basic basis of thought; (3) the language system itself provides an essentially correct vision; and (4) the language system itself provides the peculiarities of

its culture. Previous explanations have shown that language and the human brain or thought are closely related. It is language that makes us truly human and distinguishes humans from animals. Bernstein (in Lefrançois, 1986) also links language and thought. He attributed language to the poor academic performance of children from disadvantaged families. Recognizing the importance of language for communication, language learning and acquisition is really necessary for children, both normal children and children with dyslexia disorder.

### **Dyslexia Disorder**

The term dyslexia is derived from Greek; the prefix *dys* denotes difficulty, while the suffix *lexia* denotes words. The term *wordblindness* was previously used to indicate a clinical diagnosis of dyslexia. Common terms for dyslexia include reading disability, specific reading retardation, word-level reading disability, specific learning difficulties, reading disorder, unexpected reading difficulty, learning disability, specific reading difficulties, specific reading disability, and reading difficulties. A teacher must thoroughly comprehend the definition of dyslexia. Dyslexia is classified into two types: acquired dyslexia and developmental dyslexia. The researcher focuses on developmental dyslexia in this work.

The International Dyslexia Association (2019) defines dyslexia as: Dyslexia is a type of learning problem that has a neurological basis. It is distinguished by difficulty with accurate and/or fluent word recognition, as well as poor spelling and decoding skills. These issues are usually the result of a phonological component of language impairment, which is often unanticipated in connection to other cognitive talents and the provision of successful classroom education. Secondary effects may include difficulties with reading comprehension and decreased reading experience, which can impair the development of vocabulary and background knowledge (International Dyslexia Association, 2019).

A widespread misconception is that reading difficulties are caused by a hereditary, brain-based, or phonological problem. The British Dyslexia Association defines dyslexia as a learning difficulty that affects abilities such as precise and proficient word reading and spelling, learning difficulties in reading (Mayo Clinic, 2017), can be inherited in some families (National Institute of Neurological Disorders and Stroke, 2019), and language processing disorder. According to estimations of the world's entire school-age population, 80% of all people analyzed with a few types of learning difficulty are dyslexic (D'mello & Gabrieli, 2018).

Literacy skills are essential in our society. Dyslexic students frequently exhibit deficiencies in phonological word coding, such as comprehending the sounds and implications of sentences (Snowling, 2019). For a long time, phonological deficits in dyslexia have been observed in preschool, and reading training has just lately begun (Snowling et al., 2019). The difficulties these students have with phonology typically suggest that they may acquire a reading impedance as they age or mature. According to research, dyslexia causes problems with speech and language (Cabbage et al., 2018); phonological awareness, spelling, reading comprehension, and deficiencies in word and pseudoword reading (Reis et al., 2020); and orthographies (Laurence et al., 2018). Phonemic awareness, interpreting/decoding, reading fluency, and spelling are the most prevalent dyslexia concerns in school (Castles et al., 2018), and dyslexia is occasionally accompanied by spoken language deficits (Snowling et al., 2020).

Dyslexia is defined as difficulties understanding individual speech sounds as well as difficulties recalling sounds in series in short-term memory and reading fluency (National Association of Special Education Teachers 17). The research has been documented and recognised that dyslexia struggles with reading, writing, and spelling challenges while having sound insights from (Sayeski, 2019).

The most frequently cited definition is that of the World Neurological Society (WFN). "The failure of children to acquire language skills commensurate with their intellectual ability to read, write, and spell, despite normal instruction in the classroom" (WFN, 1968, p. 26). It is often argued that dyslexia should not be seen as a disability, but as a learning ability. Some authors realize dyslexia as one of an assets and a gift (see e.g. Davis & Braun, 1997). First, it is matter to define what dyslexia is. Dyslexia can be defined as a disability learning of language. Usually this is related to reading comprehension problems, but children often have difficulty with spelling, pronunciation of words and writing.

Dyslexia refers to a disability in the ability to process written language. It was later discovered that the two terms were used interchangeably to describe certain difficulties. (Pumfrey & Reason, 2003) (Mortimore, 2008, p. 50). However, specific learning disabilities include dyslexia as a specific

type of difficulty. B. When Learning: Movement Disorders or Attention Deficits Disability. It is very important to recognize that dyslexia is one of specific disability in learning of neurological origin and cannot be cured. It's not about intelligence, intellectual ability, or age. The International Dyslexia Association explained that dyslexia using biological, behavioral, cognitive and environmental levels (Kormos & Smith, 2012, p. 24). The definition of dyslexia changes as science advances and knowledge increases. However, if we compare the most common definitions, we will find similarities. Over time, researchers have reduced the terms to improve their general understanding. As can be noted, all of the definitions of dyslexia mentioned show that

Dyslexia or developmental dyslexia is a specific difficulty in reading and writing, distinct from other learning difficulties. The symptoms of this particular difficulty are described in the same way by all authors. It demonstrated that the features of dyslexic students are variable. They understand the characteristics of dyslexia and may advise instructors, teachers, or any master on how to arrange or develop an acceptable appraisal or intervention for them.

## **METHOD**

The research conducted by using a qualitative descriptive approach. The goal of research is to understand phenomena experienced in the form of words and language using a variety of natural methods in specific natural contexts (Moleong, 2007). This study was conducted by direct observation of the children. Data is collected through participation in interactions and research subjects are encouraged to acquire language. Data collected through observation and understanding of children's language acquisition with dyslexia disorder.

## **RESULT AND DISCUSSION**

Learning for reading is one of the complex process and it requires the transliteration of written symbols and graphemes into sounds and phonemes. Written language is complex, but with the right guidance, most children can learn to read relatively easily. However, a minority of children find these skills particularly difficult to master the skills. The difficulty is often considered unexpectedly and it can occur in some children with high IQ scores who are very good at other tasks. These children are called dyslexics, and recent estimates put them at 3-10% of the population (Snowling, 2000).

When a non dyslexic child reads a book, automatically the brain matches arrange the letters and corresponding sounds on the page in the correct order to form words. The brains of children with special learning disabilities, on the other hand, are unable to complete this process properly and instead try to use other brain regions that are actually responsible for producing language and processing its meaning when reading a book. will do. Thus, in learners with dyslexia, brain regions responsible for encoding and decoding language and associated with writing, reading and comprehension appear to be under- or inappropriately functioning (Tsakalidou, 2020, 2022). In particular, defects in The area of Wernicke is in the temporal lobe of the left cerebral hemisphere also in the context of comprehension in language and semantic processing. The angular gyrus, a region of the inferior parietal lobe located anterolaterally to the occipital lobe, conveys information received via visual stimuli and correlates it with the conserved phonemes of speech, i.e. speech, although inactive I have. teeth. On the contrary, Broca's area, which is the center of language production, may be overactive. Located in the left hemisphere of the brain, it controls language articulation and coding (Livaniou, 2004).

The observational process uses observation method so that the facts of the field relevant to research on language acquisition in children with dyslexia disorder are made explicit. Data were collected while observing the children.

The result showed although individual patients have different characteristics, there are common problems faced by all dyslexics. It is the difficulty of the written language, the inability to recognize and explained what is perceived. Dyslexia symptoms are related to the following areas: vision, reading, writing, spelling, listening, speaking, writing, balance, movement, memory. Teachers and parents play a major role in observing dyslexia symptoms. During the teaching process, teachers and parents can recognize the following warning signs of dyslexia: Letters and numbers changing or reversing in shape or order, inconsistent or disjointed spelling, skipping words or lines while reading, poor concentration and poor concentration, or blurring of words, words doubled or resized, hearing noise or meaningful speech, left-right confusion, difficulty judging distances,

consequences Instructions, memorization of instructions, repetition of long words, and finally illegible handwriting.

Dyslexia is a problem that many children face and struggle with in school environments. However, with the help and support of teachers and parents, people with dyslexia can learn successfully. The teachers and parents' role is to facilitate learning and make educational adjustments to create a successful environment.

In stages 1-3, a child with dyslexia may exhibit the following characteristics:(1) It is difficult to remember the names and forms of letters. (2) difficulties in learning vocabulary and using an appropriate grammar; (3) difficulties in expressing ideas in writing. (4) Reverses letters or confuses the order of letters when reading. (5) Inability to match sounds with letters. (6) confusion between visually similar characters; (7) Confusion between letters that sound similar. (8) difficulty retaining basic visual vocabulary; (9) challenges in breaking words into individual sounds and mixing sounds to form words; (10) Spelling and reading the errors involving the order and monitoring of phonetic symbol correspondences, such as reversing, omitting, adding, substituting or transposing letters; (11) Omit grammatical endings when reading. (12) Difficulties in remembering how to spell words and using spelling rules over time. (13) unable to read common monosyllabic words or pronounce even the simplest words. In grades 4-8, children face challenges such as:(1) Difficulties in understanding the concepts and relationships. (2) Difficulties in spelling or reading in multisyllabic words, also often omitting whole syllables or making mistakes on single sounds; (3) Lack of awareness of word structure. (4) Misunderstanding frequently in everyday language (“where”, “there”, “what”, “then”, “when”, etc.). (5) Difficulties in reading and learning new information from texts due to underlying word recognition difficulties. (6) potential comprehension difficulties when underlying oral language problems affect vocabulary or grammar; (7) Serious writing difficulties related to spelling problems and organizing ideas.

There are several strategies for helping children with dyslexia, as recommended by the National Center for Learning Disabilities; (1) Give children early opportunities to read orally, (2) Encourage your child to read different types of texts, (3) incorporate multi-sensory and structured language instruction, (4) Look for changes in the classroom, (5) Use tapebooks and assistive technology, (6) Seek help with emotional problems that may arise from overcoming academic challenges. These strategies are believed to be helpful for children with dyslexia.

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## CONCLUSION

Learning a second language is all about internalizing grammatical rules, applying the first language as a point of reference. Creating a positive atmosphere in foreign language teaching is very important for success. Students need to be recognized and motivated to pose questions and correct mistakes as part of their knowledge seeking and engagement (Tsakalidou, 2020), creating a very comfortable, pressure-free and supportive environment in learning facilitates, the use of personalized learning techniques. Suitable individualized time and pace should be provided for students to experiment with the language and gain deeper understanding and retention of their knowledge (Balasi et al., 2006). A foreign language teacher should provide a comprehensive education that meets the needs of dyslexic students and their peers, keeps students motivated and satisfied, and enables them to enjoy the learning process and achieve the best possible results. (Tsakalidou, 2020). In conclusion, it emphasizes the importance of teacher education to teach th foreign languages to students with dyslexia and other learning disabilities, enables students to make necessary and effective adjustments in teaching methods, and recognizes the challenges students face. It is imperative to be able to dyslexia.

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