

How is Perseveration in Dysgraphia Students? A Research at Yayasan Pantara Jakarta

Meiyanti Nurchaerani^{a*}, Syahiid Hidayatullah Rizkyka Hartadhi^b, Alfian^a,
Irma Savitri Sadikin^a

^a Faculty of Teacher Training and Education, Universitas Esa Unggul, Jakarta, Indonesia

^b Faculty of Medicine, Universitas Padjadjaran, Jatinangor, Indonesia

meiyanti.nurchaerani@esaunggul.ac.id*; syahiid21001@mail.unpad.ac.id; alfian@esaunggul.ac.id;

irma.savitri@esaunggul.ac.id

*Corresponding author

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ABSTRACT

This research focused on handwriting disorders for dysgraphia students. The objective of this research are to analyze and to describe the types of perseveration and types of error in perseveration of 10 dysgraphia elementary school students. This research uses descriptive-qualitative method The data collection technique is from the worksheet that provided to students fill out. Research result discovered there were some perseveration types in dysgraphia found in elementary school students of Yayasan Pantara Jakarta. In this study, only one perseveration type is founded and the type was "Substitution". The discussion of perseverations part involves ten words. Some students use misspelled words when they confuse one or more characters with different characters. This study also found that it is important to note that most of students have no problem in writing the first letter of a word, the error usually occurs on the next consecutive letter. it can be concluded that there were dysgraphia occur in elementary school students.

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Introduction

Psycholinguistics is one of the branches of linguistics. In psycholinguistics, there is a section of research called language disorders, which affect writing skills. Many researchers have concluded that children who have difficulty with writing have problems. This defect is called acquired dysgraphia.

In fact, when a child loses the ability to perform such communicative activities, it can be assumed that the child is not developing normal language skills. Therefore, this study also introduces an attempt to observe the difficulties experienced by dysgraphia students, especially those with writing problems.

In fact, we often encounter cases where students have difficulty in learning English at school, due to their difficulties in learning foreign languages. Such cases are found especially in children with dysgraphia. Therefore, this study aimed to explore common problems faced by students with dysgraphia.

Since the children observed in this study were of school age, we expected that they had developed writing skills. Academically, writing skills are important because students must be able to put their ideas on paper to explain ideas, or change or evaluate previous theory with new theory. To develop writing skills, someone must have visual sensitivity, fine motor skills, and motor abilities. Unfortunately, dysgraphia exposes children to low levels of sensitivity. Therefore, it affects writing skills, specifically handwriting disorders. Handwriting disorders are considered dysgraphia. Therefore, this study is another attempt to explore perseveration in their writing. According to McManis et.al (1998), Perseverations involve the substitution or addition of a sound, which has occurred earlier in the phase being uttered.

There are some previous studies relate to this research. The first is, “Acquired dyslexia and dysgraphia in Chinese” by Yin, W. et al. (2005). The findings of the study indicated that the unique features of Chinese script will determine the symptoms of acquired dyslexia and dysgraphia in Chinese. The second is, “Errorless versus errorful training of spelling in individuals with acquired dysgraphia” by Raymer, A. et al. (2010). The results of the study indicated that the improvement in orthographic spelling (large effect size) was evident for the trained words in all participants after the error-free and non-error training period. mistake. One month after the end of the training, most of the gain was maintained for the trained words, again with a larger effect size for words with errors than for words with no errors at three out of four participants. In this research the author discussed about writing result of dysgraphia students in English language. The reason why the author chooses this research because there is not many research discuss about this topic. the objective of this research is to analyze and to describe the types of perseverations in dysgraphia students found in Yayasan Pantara Jakarta elementary school students and to analyze and to describe the types of error in perseveration of dysgraphia students in Yayasan Pantara Jakarta elementary school. The grand theory used for this research is that of Hall, C.J. (2018) mainly decribed about “The psycholinguistics of English”.

Method

In carrying out this research, the writer used qualitative research methods, which meant that this research was carried out by involving participants to be observed or used as subjects in case studies that produced narratives, descriptive explanations about settings or practices (Nayak & Sing, 2015). Qualitative research consisted of a collection of eclectic approaches and methods used in several social science disciplines, so that the more experience in eclectic methods of inquiry in the field, the better the understanding of the various patterns and complex meanings of social life (Saldana, 2011). According to Jain (2019), qualitative research might require examining a single case study or collecting and examining non-numeric data. This In this study, the author used descriptive-qualitative method. This tied in with the argument of Maxwell (2000), who showed that qualitative data relies on words in descriptions rather than numbers. It is used to describe the types of perseveration and perceptual errors of word formation in primary school students such as formulas of the study to describe and analyze types of perseverations in primary school students at Yayasan Pantara Jakarta. The object of research that the researcher examined in this study is handwriting. The handwriting was written by 10 students at Yayasan Pantara Jakarta Primary School.

Results and Discussion

Perseverations

The discussion result of perseverations in this part involves ten words. The words used to test the dysgraphic students are: BLACK, DOG, FROG, GIRL, HAND, ORANGE, PINK, RABBIT, TABLE, and WINDOW. The words are misspelled by some students where one character or more are confused with different characters. The definition of perseverations is the substitution or addition of a character which has occurred earlier in the word or phrase. The author discussed the analysis data based on the name of the objects, in which some pictures used by the author to be given to the students.

Table 1. List of Correct and Incorrect Words

No	Correct Words	Incorrect Words	Students
1	BLACK	BLAAK	F
2	DOG	DOK	H
3	FROG	FOVO	B
4	GIRL	GERE	C
5	HAND	HEND	B
6	ORANGE	ORANXE	A
7	PINK	PING	B, C, G, H
8	RABBIT	RRABIT	E
9	TABLE	TEBLE	D
10	WINDOW	WINDOO	G

1. Black → B - L - A - A - K

Data number 1, the word BLACK. The word '*black*' is constructed by five characters. They are B-L-A-C-K. The student with initial F writes the word 'black' in a wrong way by putting a wrong character in a wrong position. The student put the letter 'A' in the fourth place, which is supposed to be 'C'. The student confused the word '*black*' with '*blaak*'. It means the student substituted the letter 'C' in the fourth place with 'A'. From the description above, the author concluded that the dysgraphia student with initial "F" makes a perseveration error, by putting one times character changes.

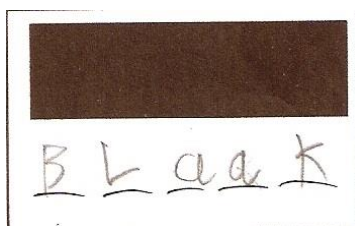


Figure 1. Student F

2. DOG → D - O - K

Data number 2 is the word DOG. The word '*DOG*' consists of three characters. They are D - O - G. The student with initial B wrote the word '*dog*' by putting a single character in wrong position. The student put the letter 'K' in the third place, which is supposed to be 'G'. The student substituted the word '*dog*' with '*dok*'. It means the student substituted the letter 'G' in the third places with 'K'. From the description above, the author concludes that the dysgraphia student with initial "B" makes a perseveration error.

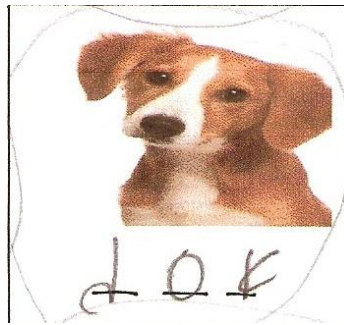


Figure 2. Student B

3. FROG → F - O - V - O

Data number 3 is the word FROG. Another case has been found from the word 'frog'. There is a student with initial B who also wrote the word 'frog' in a wrong way by putting three inappropriate characters in wrong positions. The student put the letter 'O' in the second place, which is supposed to be 'R', puts the letter 'V' in the third place, which is supposed to be 'O' and puts the letter 'O' in the fourth place, which is supposed to be 'G'. the student substitutes the word 'frog' with 'fogs'. It means the student substituted the letter 'R, O and G' in the second, third and fourth places with 'O, V and O'. From the description above, the author concluded that the dysgraphia student with initial "B" makes a perseveration error.



Figure 3. Student B

4. GIRL → G - E - R - E

Data number 4 is from GIRL. The word "GIRL" is made up of four characters. This is G-I-R-L. however, the student with the initials "C" wrote the word "girl" by placing two inappropriate characters in the incorrect place. Students put the letter 'E' in the second position, which is said to be 'I', put the letter 'E' in the fourth position, which is said to be the 'L'. Students replaced the word "girl" with "gere". This means that students substituted the letter "I, L" in the second and fourth positions with "E, E". From the above description, the author concluded that students with initials "C" dysgraphia initially make perseveration errors.



Figure 4. Student C

5. HAND → H – E – N - D

Data number 5 is the word HAND. In the word 'hand', it has been known that the word is built with four characters. They are H-A-N-D. however, for dysgraphia students, they often make some mistakes on writing the word. The student with initial "B" wrote the word 'hand' by putting a wrong letter in the second place. Student "B" has put the letter 'E' which is supposed to be 'A' in the second place. It means that the student makes a mistake by changing a single character inside the word 'hand'.

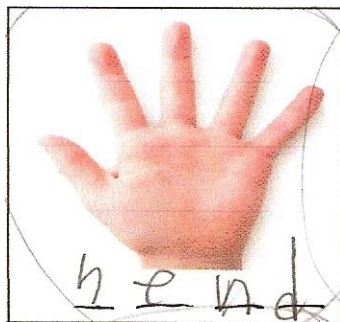


Figure 5. Student B

6. ORANGE → O – R – A – N – X - E

Data number 6 is the word ORANGE. The word 'orange' consists of six characters. They are O-R-A-N-G-E. The student with initial "A" writes the word 'orange' in a wrong way by putting one wrong character in wrong position. The student puts the letter 'X' in the fifth place which is supposed to be 'G'. The student substituted the word 'orange' with 'oranxe'. It means the student substituted the letter 'G' in the fifth place with 'X'. From the description above, the author concluded that the dysgraphia student with initial "A" makes a perseveration error by putting character change in the word above.

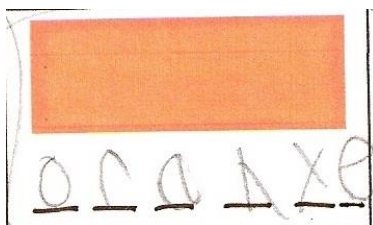


Figure 6. Student A

7. PINK → P - I - N - G

Data number 7 is the letter PINK. The word "pink" is made up of four characters. They are P-I-N-K. Students with the initials "G" for the word "pink" are misaligned, in the wrong position. Students put the letter "G" in the fourth place, which is said to be "K". Students substituted the word "pink" with "ping". This means that students replaced the "K" in the fourth place with "G". From the above description, the author concludes that the student with initials "G" dysgraphia initially made the perseveration mistake by setting his word character to change once.

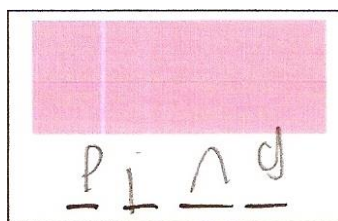


Figure 7. Student G

8. RABBIT → R - R - A - B - I - T

Data number 8 is the word RABBIT. The word 'RABBIT' consists of five characters. They are R-A-B-B-I-T. The student with initial "E" wrote the word 'rabbit' by putting two wrong characters in wrong positions. The student puts the letter 'R' in the second place, which is supposed to be 'A' and puts the letter 'A' in the third place, which is supposed to be 'B'. The student substituted the word 'rabbit' with 'rrabit'. It means the student substituted the letter 'A and B' in the second and third places with 'R and A'. From the description above, the author concluded that the dysgraphia student with initial "E" makes a perseveration error.

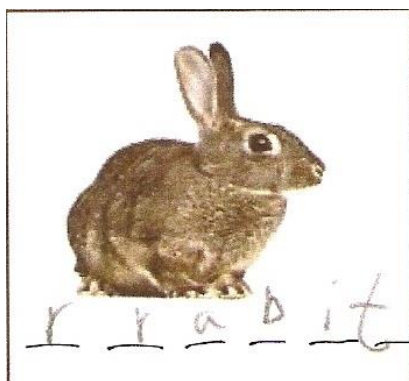


Figure 8. Student E

9. TABLE → T - E - B - L - E

Data number 9 is the word TABLE. The word 'table' consists of five characters. They are T - A - B - L - E. The student with initial "D" wrote the word 'table' by putting a single wrong character in wrong position. The student put the letter 'E' in the second place, which is supposed to be 'A'. The student substituted the word 'table' with 'teble'. It means the student substituted the letter 'A' in the second place with 'E'. From the description above, the author concluded that the dysgraphia student with initial "D" makes a perseveration error, by putting once time character change.

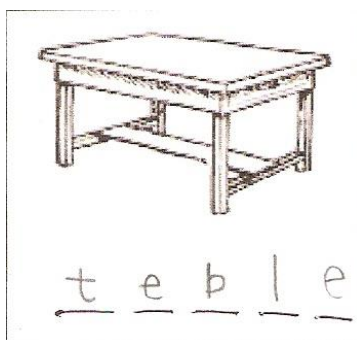


Figure 9. Student D

10. WINDOW → W - I - N - D - O - O

Data number 10 is the word WINDOW. The word 'window' consists of six characters. They are W - I - N - D - O - W. The student with initial "G" wrote the word 'window' by putting a wrong character in a wrong position. The student put the letter 'O' in the sixth place, which is supposed to be 'W'. The student substituted the word 'window' with 'windoo'. It means the student replaced the letter 'W' in the sixth places with 'O'. From the description above, the author concluded that the dysgraphia student with initial "G" makes a perseveration error, by putting one times character changes.

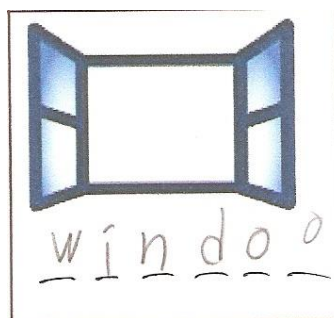


Figure 10. Student G

Conclusion

In this study, the author discovered there is perseveration types include substitution of dysgraphia found in elementary school student, there are consist of 10 data for perseveration. The discussion of perseverations part involves ten words. The words used to test the dysgraphia students are: BLACK, DOG, FROG, GIRL, HAND, ORANGE, PINK, RABBIT, TABLE, and WINDOW. Some students use misspelled words when they confuse one or more characters with different characters. Most of students have no problem in writing the first letter of a word, the error usually occurs on the next consecutive letter and in this study was not founded perseveration addition type. Only perseveration substitution type was founded in this study. Researchers suggested that the results of this study are theoretically and practically useful in contributing to psycholinguistics research, particularly on dysgraphia. Theoretically, the results of the study can form a reference and alternative information for further research and this study can enriched the theoretical framework of psycholinguistics research, especially is dysgraphia from different bases of phenomena and objects.

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