

APPENDICES

Appendix I

Surah/Hadist	Translation	
	English	Indonesia
Al- Alaq(1)	<p>Read, 'O Prophet,' in the Name of your Lord Who created.</p> <p>This verse will explain today's reading for us, this verse is also a hint from God to always be diligent in reading.</p>	<p>Bacalah, Wahai Nabi, Dengan Menyebut Nama Tuhanmu Yang Menciptakan.</p> <p>Ayat ini akan menjelaskan bacaan hari ini untuk kita, ayat ini juga merupakan petunjuk dari Allah untuk selalu rajin membaca.</p>
(HR. Ahmad)	<p>Say, " Whoever desires the world, let him master knowledge. Whoever desires the hereafter, let him master knowledge. And whoever wants both (the world and the hereafter), let him master knowledge." (HR Ahmad).</p>	<p>Katakanlah, "Barangsiapa yang menginginkan dunia, hendaklah dia menguasai ilmu. Barangsiapa yang menginginkan akhirat, hendaklah dia menguasai ilmu. Dan barang siapa</p>

		yang menginginkan keduanya (dunia dan akhirat), hendaklah dia menguasai ilmu." (HR Ahmad).
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Appendix II

RESEARCH INSTRUMENT

4. Observation

The observation technique is systematic observation and recording. There the researchers made direct observations of the research location in the classroom and the condition of the students. As for what needs to be noted by researchers or collecting observational data in class, namely about how teachers teach English, what strategies teachers use to teach dyslexic students and what problems are faced by dyslexic students, especially in reading and other materials. What materials and media are used In the classroom when learning at SMP Negeri 14 Banjarmasin City.

5. Interview

The interview is one technique that can be used to collect research data. A researcher uses interviews in qualitative research. The data that a researcher wants to collect is related to research questions: What strategies are used by English teachers when studying in the classroom for dyslexic children, especially in reading English. As for the second data to be collected, namely what problems a teacher faces when teaching dyslexic students.

So the interview is a data collection technique to obtain information extracted from data sources directly through conversation or question and answer.

Interviews in qualitative research are in-depth because they want to dig up information holistically and clearly from informants. The type of interview that the writer uses in this study is a structured interview, which is an interview in which the outline of the list of questions has been set by the author. As for the interview, the interview was conducted offline, that is, directly at the school. There are several teachers that I interviewed about classroom learning, especially in the field of English with reading skills.

Appendix III

Observation and Interview Result

Furthermore, the results of interviews that the author has done since March as for the results of the discussions. The 7&8 grade teacher for the Fitriyani., S.Pd and, Special Assistant Teacher (GPK), the resource person, Mrs. Sefty S. Pd., has been teaching at SMP Negeri 14 Banjarmasin City since 2019. He has been teaching for three years. Graduated from PLB (Extraordinary Education) from Lambung Mangkurat University in Banjarmasin.

First, the problems faced by students in the classroom, it turns out that students are not very interested in learning English; even the daily English vocabulary in their environment is more active in asking questions than actively looking for themselves by using an English dictionary even though a dictionary book has been prepared beside it. Sometimes they are still confused about using an English dictionary to find the meaning of the vocabulary and its meaning.

Second, lack of practice at home is the problem that regular students and children with dyslexia face. Sometimes studying in class only 2-3 times a week will not be enough for them to understand English vocabulary because the name language must be done every day or implemented every day, namely by practicing every day after coming home from school when they get home, re-learn and understood again. Third, they lack interested in reading English, especially with children with reading difficulties such as dyslexic children. The student is challenged to understand the reading material that the teacher in class

applies, such as reading sentences about English questions, reading paragraphs in English, and even fairy tales as teaching material style.

There is a learning process In reading guidance, we usually provide reading materials such as English books or story texts such as fairy tales; that's where we guide and teach how to read English, pronounce English vocabulary correctly and train the tongue so it's not stiff. There are even questions and answers for every sentence they read; when students don't understand the meaning or don't understand the English vocabulary, we as English teachers tell them to look for their purpose as teachers actively provide clues, descriptions and understandings so that they understand their text. Read. This is done to make it easy for them to read and understand the text, especially in English. However, in contrast to dyslexic children, it is usually more challenging to provide understanding because students who have poor memory barriers like them need repetition. For example, when they are told to read English, sometimes it is not quite right to pronounce the letters, even if they are confused, like P and q, sometimes in words, it is difficult for them to distinguish between sheep and ships. So I, as a teacher, sometimes bring media materials such as pictures of sheep and vessels. By providing visuals through images, they will understand the difference between the pronounced words.

Thus, as an english teacher in the classroom, he use several methods in his reading learning. The most suitable in teaching English in reading is the Grammar Translation Method and Teaching Physical Response. Because the GTM (Grammar Translation Method) method can be explained where a teacher and students in the class interact and are both active. And a teacher helps students by practicing correct, clear reading, and understanding the contents of the reading. So the teacher reads it while translating every word and sentence so that dyslexic students can understand the context of the reading. In GTM learning, a

sentence is practiced with conversation and also in translation with the local language. So in reading learning, students are told to read and understand the contents of reading material, and a teacher must be able to provide what methods are suitable for learning to read and be able to have an impact on understanding for dyslexic students. While the TPR (Teaching Physical Response) method is a complement to the GTM method because every learning requires physical movement so that students can think and understand the meaning of the content read.

As for a result of teacher using that method before and after. Before using the English learning method, the students were not interested in learning English, let alone being told to read. They did not like it when they were told to read. Moreover, students with dyslexia were terrified and even frightened when asked to read because they had problems with reading. However, when we applied the Grammar Translation Method, physical responses and other learning strategies, each lesson plan included a game, and he started to feel interested in learning English. Moreover, when reading, he no longer feels afraid or answers that he can't; he begins to dare to try first. If there are errors in reading, a teacher justifies the pronunciation of the vocabulary.

As for learning in progress, dyslexia students always follow learning in the classroom. Usually, dyslexic students, when in class the teaching process occurs, follow what the teacher says; when the teacher tells him to read, he reads, but everything he reads will not be easy and smooth because what we know they have a little difficulty reading. After all, they have difficulty recognizing the reading letters. However, we are a teacher who provides guidance every time they read. There is always a

clue given to them to understand the reading material, especially in reading fairy tales in English.

Only that, we use the media for teaching materials: books, markers, whiteboards, and media pictures related to learning when learning takes place. If the reading material is like fairy tales, we typically use electronic media tools such as computers or laptops, LCDs, fairy tale books, pictures and other media materials. So with the learning media carried out by the teacher, students can feel comfortable and have fun learning, especially in terms of reading, so that they don't feel bored. We as teachers must facilitate the best and as complete as possible media materials for them.

Furthermore, the results of interviews that the author has done since March as for the results of the discussions. The 7&8 grade teacher for the Special Assistant Teacher (GPK), the resource person, Mrs. Sefty S. Pd., has been teaching at SMP Negeri 14 Banjarmasin City since 2019. He has been teaching for three years. Graduated from PLB (Extraordinary Education) from Lambung Mangkurat University in Banjarmasin.

Teachers (GPK), according to sources at Smpn 14, are inclusive schools, so children with special needs, such as dyslexic children, take lessons like regular children in general. Maybe the problem is usually understanding instructions, but for dyslexic children, understanding instructions is good because we know that dyslexic children only have writing and reading difficulties. The ability of dyslexic children only varies in understanding letters and reading. For example, b with d sometimes in writing or pronunciation is still confused, or the notes are similar to p and q. As for words in English that are almost similar in their pronunciation, such as sheep and ship, they will have difficulty distinguishing. When in the teaching process in the classroom, the accompanying teacher enters and participates in the learning.

“ As for the learning process used individually, the children here have

different ways of responding; some are easy to guide, some are difficult when driven, some like to play while learning, some want to focus on teaching themselves, some don't understand and are taught how to do it over and over again. If the lecture method is used, children can't use it. Most of the children were dumbfounded during the lecture. When teaching, they must be guided individually, such as asking children to come forward individually, being introduced to letters using letter cards and letters one by one there, placing them randomly and requesting children to look for letters to be assembled into sentences, for example looking for names composed of the letters. Become a sentence of their character. When the teacher asks the children to look for their words, some can and some cannot, like Renaldi, who still cannot read, distinguish between letters and arrange letters correctly". Usually, in class, when reading material is sometimes difficult to read, it is students who have dyslexia. The accompanying teacher also sorts or depends on the suffering of the child experienced; for example, mild dyslexia can be two children one GPK, if students who share dyslexia are pretty severe, then one companion teacher (GPK)). He is guided to read and taught what it is like to pronounce English, and the new English teacher also teaches sound intonation; the GPK teacher helps them pronounce vocabulary and reading material. So when it is divided like that, students can learn effectively and better understand the teacher's explanation in front and can understand the speech and description of the accompanying teacher. When viewed in terms of daily activities in terms of reading, dyslexic children have begun to adapt and begin to be able to read even though they are not fluent. Still, it can be said that they can recognize reading letters in Indonesian and in English. In the school environment, such as shopping at the school canteen, he can shop by himself, unlike autistic children who need to be accompanied. Usually, in terms of making up stories, it may be difficult for dyslexic children to write long sentences in English and

Indonesian, such as sentences and paragraphs. So they are hampered and have a little difficulty understanding because they can't write or read they are still not fluent. Maybe it's the part that needs assistance, and the teacher must read it first and briefly convey it to the child, for example, the fairy tale in either English or Indonesian. Then the accompanying teacher tells verbally to the child in an easy-to-understand language so that he can understand not only fairy tales it can also be with long question words that are difficult to understand and some have difficulty reading, such as dyslexic children; the accompanying teacher explains to the child along with the correct answer choices, like talking to the child. For example, Roni buys animals at the zoo. So the question is: whom did Roni go to the zoo to purchase animals? Then GPK reads out the choices A, B, C and D. Using everyday language so that they understand better, rather than questions that are read in too standard language, it may be difficult for him to understand the reading.

"The media used for dyslexic children, children here have different ways of responding, some are easy to guide, some are difficult to guide, some like to play while learning, some focus on teaching themselves, some don't understand and are taught how to do it over and over again. If the lecture method is used, it is not possible for children to use it. Most of the children were dumbfounded during the lecture. When teaching, they must be guided individually, such as asking children to come forward individually, being introduced to letters using letter cards and letters one by one there, placing them randomly and asking children to look for letters that will be assembled into sentences,

for example looking for the name of the main character in a fairy tale. , from the letters into a sentence the name of the main character of the story. When the teacher asks the children to look for the names of the characters, some are biased and some are unbiased, such as Renaldi who still can't read, distinguish between letters and arrange letters correctly". The media used in learning dyslexia students in the classroom such as pictures containing vocabulary, fairy tale books and game media to be used in terms of games in class so that the atmosphere of learning English is more fun for students in class.

Appendix IV

RESEARCH LETTER



PEMERINTAH KOTA BANJARMASIN
DINAS PENDIDIKAN

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Nomor : 423.4/1516-Sekr/Dipendik/2022
Lampiran : -
Perihal : Izin Penelitian/ Permintaan Data

Banjarmasin, 21 Maret 2022

Kepada
Yth. Ketua Jurusan Tadris Bahasa Inggris, Uin Antasari
Banjarmasin
di -
Banjarmasin

REKOMENDASI

Berdasarkan surat Saudara, Nomor: B. 56/un.14/III.1.f/KP.02.21/03/2022 Tanggal 21 Maret 2022 perihal tersebut di atas. Dengan ini diberikan rekomendasi kepada :

1. Nama : WARDI
2. N.I.M/ NIDN : 170102031367
3. Program Studi : TADRIS BAHASA INGGRIS
4. Tempat : SMP NEGERI 14 BANJARMASIN
5. Jangka Waktu : 3 (tiga) bulan
6. Judul : "AN ANALYSIS OF TEACHERS' STRATEGIES IN TEACHING READING FOR STUDENTS DYSLEXIA INTERRUPTION"

Dengan Ketentuan:

1. Sebelum melaksanakan kegiatan agar yang bersangkutan menghubungi Kepala Sekolah tempat Penelitian dilaksanakan.
2. Agar Kegiatan yang dilakukan tidak mengganggu proses belajar mengajar.
3. Menyampaikan / melaporkan hasilnya ke Sub Bagian Umum dan Kepegawaian Dinas Pendidikan Kota Banjarmasin.

Demikian rekomendasi ini diberikan untuk dapat dipergunakan sebagaimana mestinya



NURYADI, S.Pd., M.A.

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Tembusan Yth :
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**KEMENTERIAN AGAMA
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No : B.56/un.14/III.1.f/KP.02.16/05/2021

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Assalamualaikum,

wr,wb Dengan hormat.

Disampaikan bahwa mahasiswa yang tersebut di bawah ini:

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Adalah benar mahasiswa Tadris Bahasa Inggris (S1) UIN Antasari Banjarmasin dan yang bersangkutan akan melakukan penelitian dalam rangka menyusun Praskripsi / Skripsi:

Judul: An Analysis of Teachers' Strategies in Teaching Reading for Students with Dyslexia Interruption

Tempat Penelitian: SMPN 14 BANJARMASIN

Dengan ini kami memohon perkenankan izin dan bantuan seperlunya untuk menyusun penelitian disertai ini. Demikianlah surat ini kami buat dengan sebenar –benarnya agar dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan TBI



Nani Hizriani, M.A

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CURRICULUM VITAE

I. PERSONAL DETAILS

Name : Wardi
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Gender : Male
Religion : Islam
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Parents : M. Yunus and Norhatipah

II. Formal Education Background

2004-2005 : Taman Kanak-Kanak(TK)
2005-2011 : SDN 1 Tanjung Samalantakan
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III. Organization Experience

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