

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, problem statements, research objectives, and research questions. In addition, this chapter also discusses the significance of the study, operational definitions of some term related to this study.

A. Background of the study

In Indonesia, children with special needs are divided into several disabilities (Luwes et al., 2020). Namely, there are blind people for those who have visual impairments. Deaf for people who are hard of hearing. Physically disabled people with disabilities. Mental retardation for children with intellectual disabilities. As well as autism who experience behavioral barriers. Not only that, but this one child has reading difficulties, namely dyslexic children or commonly called children who have poor memory disorders.

In fact, of all the skills learned when learning a language, reading skill is a very important skill. This is supported by Islamic teachings, as stated in Surah Al-Alaq verse 1 which reads:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ.

(HR.MUSLIM)

By reading, we get a lot of knowledge. And it is people who are knowledgeable who can understand the signs of God power in essence. Therefore, it is very important to teach reading skills to all children in Indonesia, especially to those who have disabilities such as dyslexia or other special needs children.

The development of education for children with special needs in Indonesia is still very lacking. Even according to the latest data from the Central Bureau of Statistics (BPS) in 2017: only 18% of the 1.6 million children with special needs received educational inclusion services (<https://www.kemdikbud.go.id/>). However, the efforts made by the Ministry of Education and Culture (Kemendikbud) to provide access to education for them are by building new school units, namely Special Schools (SLB), and encouraging the growth of inclusive schools in the regions. The government has built schools throughout the province and even in remote areas, namely from Sabang to Merauke and the government also provides adequate facilities to improve the learning atmosphere in the classroom. In particular, the Banjarmasin city area has a total of 38 special schools (SLB) which have been built by the government for children with special needs.

Dyslexia is the most common form of specific learning difficulties (Rofiah, 2018). A child with dyslexia is usually referred to as a stupid child by those who do not know what dyslexia is (Muniksu & Muliani, 2021). In other words, teachers or people who do not know about dyslexia will label the child. as a stupid child. Some people with intellectual dyslexia are even above normal, such as Thomas Alpha Edison and Albert Einstein as famous inventors and Deddy Corbuzier as famous Indonesian figures in the entertainment world. They only have

difficulty speaking, whether it's writing, spelling, reading, or counting (Rofiah, 2020). If the right approach is taken, of course, this child will become a great person in the future. As a form of equality in education, it is necessary to carry out a special education process for dyslexic children so that they can reach their maximum potential (Pratiwi, et al., 2018). This can start by understanding what dyslexia is.

Vizara Auryn(2019), explains that dyslexia comes from the Greek words, Dys (which means "difficult in") and Lex (derived from Legein, which means to speak). So dyslexia means "difficulty with words". This means that this patient has difficulty recognizing letters or words. This happens because of the brain's weakness in processing information. Dyslexia is also defined as one of the characteristics of learning difficulties in children who have problems in written, spoken, expressive, or receptive language. The problem that arises is that children will have difficulty in reading, spelling, writing, speaking, and listening (Loeziana., 2017). Some cases show difficulties with numbers, due to complex neurological disorders, structural abnormalities, and brain function.

Dyslexia education in Indonesia, inclusive education, began to get attention in 2001 when the government started a pilot project on inclusive education (Nasichin, 2001). Indonesia officially recognized inclusive education when parliament in 2003 passed the National Education System Law, which stipulates that all citizens with all types of disabilities are required to participate in inclusive education. In the same year, the government also issued a decree on inclusive education for children with cognitive and physical disabilities. This regulation stipulates that inclusive education is education that ensures equal access for students

with all types of disabilities to obtain education in public schools along with students who are not disabled.

Inclusive education in Indonesia is regulated in Law Number 8 of 2016 concerning Persons with Disabilities replacing Law Number 4 of 1997 concerning Persons with Disabilities which are considered to be charity-based and do not have a human rights perspective. In the old regulations, the fulfillment of the rights of persons with disabilities was still considered a social problem. Persons with disabilities have not had the opportunity to develop themselves through independence as dignified human beings.

Dyslexia education for high school, especially learning English at junior high school. The lessons are the same as in schools in general. Such as learning, Mathematics, natural science, B. Indonesian, English, and others. However, usually, children with dyslexia will have a little difficulty learning. Thus, a teacher or teacher must have experience teaching dyslexia or be able to provide lessons that can be understood by dyslexic students to compete in the classroom to get the best ranking. However, a teacher who understands the inhibition of his students in class. He as a teacher who cares about his students he will try and be able to think to find solutions or learning strategies for dyslexic children. A teacher was able to cover the shortcomings of dyslexic children in terms of reading.

Dyslexia English education for dyslexia in Banjarmasin is establishing inclusive schools or schools which are usually called SLB (Special Schools). But there are also some children with dyslexia who are sent to public schools with normal children in general. Before conducting this research, the author first

conducted a school survey and it turned out that many dyslexic children chose public schools over inclusive schools. And this will make some teachers who teach in class always prepare teaching materials, especially English reading skills. What strategies are suitable for children with dyslexia in the class.

Reading problems in general, reading is a very complex process. In the reading process, we try to understand the meaning of the text or reading (Tahmidaten & Krismanto, 2020). In reading activities, we will get important information, namely visual information in the form of all the written elements in the reading text. In addition, reading is a skill that requires intensive and continuous practice (Setyowarno, 2020). Reading activities and assignments are very important in the world of education because these activities will determine the quality and success of a student as a student in learning. his studies. In essence, reading is an act of understanding the idea of the author's message through interaction with written texts involving visual information and nonvisual information (Kasdriyanto, 2020). Because reading can improve the quality of a student, but some students have difficulty understanding reading or reading at all. recognize letters such as students who have dyslexia or children who have difficulty remembering reading (Mansur., 2018).

Specific reading problems for dyslexia more specifically, dyslexic children usually experience the following problems. First, the phonological problem referred to as the phonological problem is the systematic relationship between letters and sounds. For example, they have difficulty distinguishing “sheep” from “ship”; or they misunderstand words that have almost the same sound, for example, “fifty”

with “fifteen.” So this difficulty is not caused by hearing problems but is related to the input processing process in the brain.

Second, the problem of remembering words, most dyslexic children have normal or above normal intelligence levels but they have difficulty remembering words. They may find it difficult to name their friends and choose to call them “my friend at school” or “my boyfriend”. They may be able to explain a story but cannot remember the answer to a simple question.

Third, the problem of systematic/sequential arrangement of dyslexic children has difficulty arranging things sequentially, for example, the arrangement of months in a year, days of the week, or the arrangement of letters and numbers. Thus, they often "forget" the arrangement of activities that have been planned, for example forgetting whether after school they go straight home or go straight to soccer practice. Even though his parents had reminded him, it might even have been written in the agenda of his activities. They also have difficulties with estimating time. For example, they have difficulty understanding instructions like this: “The time allotted for the test is 45 minutes. It's 8 in the morning. So 15 minutes before the end of time, the Teacher will knock on the table once.” Sometimes they are "confused" with simple money calculations, for example, they are not sure whether the money is enough to buy a piece of cake or not. The four short-term memory problems of dyslexic children have difficulty understanding long instructions in a short time. For example, the mother tells the child to "Keep the bag in your room upstairs, change clothes, wash your feet and hands, then go downstairs again to have lunch with mom, but don't forget to bring your math homework book, okay?" did

all the instructions perfectly because he could not remember all the words of his mother.

Finally, the problem of understanding syntax is that dyslexia children often experience confusion in understanding grammar, especially if at the same time they use two or more languages that have different grammars. Dyslexic children have problems with their second language if their grammatical setting is different from that of their first language. For example, in Indonesian, it is known as the Explained–Explained arrangement (example: red bag), but in English, it is known as the Explained-Explained arrangement (eg. red bag).

Several factors make it difficult for students to practice reading, especially in English, especially for dyslexic reading problems in Banjarmasin. We can know that dyslexic children are children who have brain problems or reading problems. Therefore, we have several factors that cause reading problems for dyslexic children.

First solutions for teaching, in general, those with dyslexia are as tiring as breaking a code. The solution to teaching dyslexic children at school is - reading books that make children interesting and as parents must do it more than once so that children can remember again and don't forget to always encourage children who have dyslexia so that they are excited to learn to read (Meidiyanti., 2019).

Some strategies can be used for dyslexia students. First is Mingle. (Pollard and Hess.,2019) stated that the 'Mingle' model is a game technique in learning reading skills that has rules that must be followed. This activity has the characteristic that students move from one place to another and read to each other

in certain contexts. Next is the activity of reading fairy tales. Reading interesting fairy tales repeatedly will foster interest in reading for dyslexic students so that they will further hone their reading skills.

In addition, there is a method called the glass analysis method. The Glass Analysis method is a teaching method by decoding groups of letters in words. This method departs from the underlying assumption that reading is decoding or writing code. There are two assumptions underlying this method. First, the process of cracking passwords (decoding) and reading (reading) are different activities. Second, cracking precedes reading. Code breaking is defined as determining the sound associated with the written word exactly. Reading is defined as lowering the meaning of words in written form. If children cannot decipher written codes efficiently, they will not learn to read.

Furthermore, there are three models of learning strategies that can be applied to dyslexic children. The three models include the Multisensory Method, the Phonic (Sound) Method, and the Linguistic Method (Gharaibeh, & Dukmak.,2021).

Based on the explanation above, this thesis is entitled “An Analysis of Teachers’ Strategies in Teaching Reading for Students with Dyslexia Interruption”. In this study, the writer discusses several objectives of this research. First, the problem of dyslexia students junior high school. This research help researchers find out the problems that are happening in Banjarmasin. Next is reading, a strategy used by teachers in Banjarmasin in teaching. and this study also explains how the solution for learning English, especially in the field of reading skills, so that he can

understand reading easily and can compete with normal children in general. The results research show how teachers work with dyslexia students. Therefore, this study is important and it research contribute to education in Indonesia about how to teach reading skills in English to dyslexia students.

B. Research Questions

In this study, the writer adresses four research questions. The research questions are as follows:

1. What are the strategy used by teachers in teaching dyslexia students in reading comprehension skills?
2. What are the problems encountered by the teachers in applying the strategy towards the dyslexia students?

C. Objective of Study

Based on the background of the problem and the focus of the study, the research objectives to be achieved are:

1. To describe and explain the teacher's strategy in teaching reading comprehension with dyslexia students junior hight school.
2. To describe and explain problems enconted by the teachers in applying learning disleksia of Junior Hight School.

D. Signifikansi of Study

In this study conducted to two significanci, they are:

1. Theoretical

In theoretical research can contribute science related to the issues raised, and directly as a material for researchers who have previously and a new reference for research on matters relating to learning disabilities, especially in children who have difficulty reading or dyslexia.

2. Practical

Practically this research can be used as information about inclusive education, in the future it can be used as material for consideration in the teaching system for teachers and schools.

E. Definition of Keyterms

To avoid misunderstanding in this study, the researcher give some definitions of key terms that are important to understand as follows:

1. Teachers Strategies

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Teaching strategy is a general plan for lesson that includes the structure, intruotional objectives and an outlie of planned tactics, which are needed to implement the strategy. In this research, it refers to reading strategies used by the teachers in junior high school to teach reading skills in English subject., (Suman, & Tiwari.,2021)

2. Reading

States that reading is a reading activity carried out to obtain useful information to increase insight and knowledge. In this study, reading refers to the ability of dyslexia students junior high school to understand the meaning and integrate it with what the reader knows., (Barus,. Et al.,2021)

3. Dyslexia

States that dyslexia has learning difficulties, namely reading difficulties. In this study, students junior high school 14 Banjarmasin who experience dyslexia.

This research have many reasons about why research take title children disleksia.

The first dyslexic child has difficulty reading or difficulty understanding reading letters. The second he had a disturbance in his brain that made it difficult to remember words or understand a reading. The finally short term memory. Children with dyslexia have problems with reading and in English they have reading skills, so researched children with dyslexia or reading disorders. (Łuniewska, et al., 2022)