

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter This chapter presents the findings and discussion of the research. The researcher would provide the data that are strategy in teaching reading for student disleksia.

#### A. Finding

The results of interviews that the author has done since March as for the results of the discussions. The teacher for grades 7 & 8 is part of the English language teacher; the teacher class who has been teaching at SMP Negeri 14 Banjarmasin City since 2011. He has been teaching for 12 years. Graduated from English Department Education in Banjarmasin. The following are the results of an interview with an English teacher.

##### 1. Type of Strategies Teaching Dyslexia

Based on research that has been done can be concluded that learning strategy that can applied to treat children Dyslexia includes:

<b>Table 4.1 Teaching Strategies</b>	
<b>Type Strategies of Teacher</b>	<b>The Implementation</b>
1 Using Learning Media.	The shadow to reuse the media to explain the material.
2 Improve Taste Confident Child..	Students with dyslexia learn from their normal friends to solve the reading problems.
3. Never blame the child for the condition he was in	The teacher in a class never blames a student with dyslexia.
4 Always accompany the child in study.	Collaboration between teachers and parent.

- a. The media has been used by english teacher, was given to the shadow teacher of dyslexia students, the shadow teacher than re- explain about what was there in the media.
- b. Dyslexic child conditions resulting in difficulty writing and reading make some dyslexic children experiencing depression and lose trust because of problems taking lessons at school and sometimes being ostracized by their friends.

By returning and increasing their self-confidence, children make child dyslexia have a passion for higher learning for overcoming learning difficulties that happened.

- c. Some parents who aren't ready to have children with dyslexia tend to blame the child for conditions that they suffered. Blaming the child for the condition he was in it will make children get depressed.
- d. After each lesson, the teacher always meets the parents of dyslexic students to explain the development of dyslexic children, as for what is often presented about the child's increasing interest in reading. So as parents, they must always accompany their children in reading and learning so that they can overcome their shortcomings.

## **2. The Problem Teachers Face to Dyslexia Students When Learning English in the Classroom.**

According to the researcher, the results in the field were direct to the teachers there, especially the English teacher, and the problems faced by students in the classroom during the teaching and learning process.

First, the problems faced by teachers with dyslexia 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 interest in reading about English, so they are not 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.

Forth 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.

Finally 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. Not interesting learn of reading English. 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.

## **B. Discussion**

This section will discuss the above discussion reading the problems faced by students with dyslexia. This discussion will also discuss about teaching strategies that are suitable for students who have difficulty in reading or are often called dyslexic students.

### **1. Type of Strategies Teaching Reading with Dyslexia**

#### **a. Using Learning Media**

One of the teacher's strategies in the classroom is using learning media in the form of pictures to help make it easier to introduce letters and distinguish letters so that finally dyslexic children can read and write fluently. Media images in learning English, especially reading, such as books containing fairy tales and pictures of animals and other ideas, improve the understanding of learning in students in class and with dyslexia. A teacher also in the course provides motivation to learn by reading stories or fairy tales, then telling everything that has been read; the teacher also practices reading and writing. Thus the child will think and be encouraged to read and write independently.

#### **b. Improve Taste Confident Child**

Increase Children's Confidence how to increase the self-confidence of dyslexic students in the classroom and the teaching process. A teacher provides motivation, attention and affection when studying in class; the teacher always appreciates students if the student does something or tries something the teacher tells him to do. For example, like a dyslexic student

being told to read an English fairy tale, he tried and started it even though there was something wrong with the pronunciation. He was so slow in speaking, but he was brave and confident to do it. So dyslexic students in the classroom are given appreciation by the English teacher and accompanying teacher and are given applause together by their friends. We can know that the condition of dyslexic children causes difficulties in writing and reading. Some dyslexic children experience depression and lose self-confidence due to problems attending school lessons and sometimes being ostracized by their friends. By restoring and increasing self-confidence, dyslexic children make dyslexic children have a higher enthusiasm for learning and a profound appreciation so that these students overcome their learning difficulties.

**c. Never Blame the Child for the Condition**

The third strategy a teacher uses in the classroom is never to blame students for the conditions they are experiencing. For example, suppose dyslexic students do not understand English learning or do not understand the meaning of reading fairy tales in English books. In that case, a teacher does not blame even the teacher here provides directions and clues for students so that they can understand the learning in the classroom. A teacher Some teachers and parents who are not ready to have a dyslexic child tend to blame the child for their condition. Blaming the child for the conditions in it will make the child depressed.

**d. Always Accompany the Child in Study**

The fourth strategy that teachers do outside the classroom is to meet students and provide advice and advice to parents. What parents should do for a home study assistance is exchange ideas with their child who has dyslexia and always accompany the child to study. So that he can get carried away with study habits so that children can fight the shortcomings contained in the child. We as parents must always be by the child's side, accompanying him to learn, and always teach him to exchange ideas about reading materials or learning materials that he has learned.

According to teacher class regarding the reading guidance process, 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, how to 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 be active to find their own meaning. As teachers, we provide clues, descriptions and understandings so that they understand a text they read. All of this is done so that it is easy for them to read and understand the text, especially in English. However, in contrast to dyslexic children, it is usually more difficult 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 in terms of pronouncing 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 ships by providing visuals through pictures they will understand the difference between the words that are pronounced. In learning as above, we can relate it to learning theories such as constructivism theory which is suitable in classroom learning for children with dyslexia because the notion of constructivism theory is a learning theory that prioritizes creating and building activities from what has been learned. Constructive activities can encourage students to always be active, so that the memory and intelligence of dyslexic children increase.

## **2. The Problems Teacher Faced by Dyslexia Students When Learning English Reading**

According to the researcher, the results in the field were direct to the teachers there, especially the English teacher, and the problems faced by students in the classroom during the teaching and learning process.

- a. The problems faced teachers 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.
- b. 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.

- c. They lack interest in reading about English, so they are not 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.
- d. The students get difficulties In reading guidance, the teacher usually provided, 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

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