

**STRATEGIES IN TEACHING ENGLISH READING TO  
DYSLEXIC STUDENTS AT SMP INKLUSIF GALUH  
HANDAYANI SURABAYA**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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## ABSTRACT

Rahmawati, Amalia, 2019, Teacher Strategies to Dyslexic Students at Sekolah Inklusif Galuh Hndayani Surabaya. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor : Dr. Mohamad Salik, M.Ag & Hilda Izzati Madjid, M.A

Key Word : Teacher Strategies, Reading, Dyslexia Students, Sekolah Inklusif

There are many teaching strategies that can be applied in teaching English, especially in teaching English to dyslexia students. To improve the English knowledge of dyslexia students, it is necessary for English teacher to apply appropriate strategies as a solution in teaching and learning process, the students who have special needs. Dyslexia refers to cluster of symptoms, which make people having difficulties with specific language skills, especially in reading. Students with dyslexia usually have experience in difficulties with other language skills like writing, and, spelling, pronouncing words. The purpose of this study is to describe the teacher's strategies in teaching English for dyslexia students during teaching and learning process. To answer the question, this study used some instruments questionnaire and observation checklist. The study gained a survey in SMP Inklusif Galuh Handayani Surabaya. The questionnaire consists of close ended question. The findings showed that the teacher has some appropriate strategies in teaching English for dyslexia students such as making modification of sitting arrangement, the classrom, giving different evaluation, reading aloud, claryfying and simplfying written direction. The teacher always keeps the balance in the lesson between large group, small group, and individual activity. Also the teacher gives additional support, uses multisensory approach, underlines and highlightes significant part of direction, uses audio recording and assistive technology. However not all the strategies applied in every meeting, because the strategies were applied based on the material and the student's need.

## ABSTRAK

Rahmawati, Amalia, 2019, Teacher Strategies to Dyslexic Students at Sekolah Inklusif Galuh Hndayani Surabaya. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor : Dr. Mohamad Salik, M.Ag & Hilda Izzati Madjid, M.A

Kata Kunci : Strategi Guru, Membaca, Siswa Diseleksia, Sekolah Inklusif

Banyak strategi yang biasa digunakan untuk guru untuk diaplikasikan pada saat mengajar bahasa Inggris, terutama mengajar bahasa Inggris untuk siswa diseleksia. Untuk mengembangkan pengetahuan siswa mengenai bahasa Inggris kepada siswa diseleksia, sangat dibutuhkan oleh guru bahasa Inggris strategi atau cara yang sesuai untuk diaplikasikan yang juga sebagai solusi dalam pembelajaran bahasa Inggris, siswanya adalah siswa diseleksia yang mempunyai kebutuhan khusus. Diseleksia mengarah kepada suatu kelompok gejala yang membuat seseorang merasa kesulitan dalam berbahasa terutama dalam kemampuan membaca. Siswa diseleksia biasanya memiliki pengalaman dalam bebrapa kesulitan dengan kemampuan berbahasa yang lain seperti menulis, melafalkan kata, dan mengeja beberapa kata secara bersamaan. Tujuan dari penulisan ini adalah untuk mengetahui strategi yang digunakan oleh guru dalam mengajar bahasa Inggris untuk siswa diseleksia. Penelitian ini menggunakan instrument kuisioner dan juga observasi. Penelitian ini memperoleh survey dari guru bahasa Inggris di SMP Inklusif Galuh Handayani Surabaya. Hasil temuan menunjukkan bahwa guru mempunyai beberapa strategi dalam mengajar bahasa Inggris untuk siswa diseleksia seperti membuat modifikasi pengaturan tempat duduk, evaluasi yang berbeda, membaca dengan suara lantang, mengklarifikasi perintah tertulis, menjaga keseimbangan antara grup besar, grup kecil, dan aktivitas individu, memberi dukungan kepada siswa, menggunakan pendekatan multisensory, menggaris bawahi bebrapa bagian tertentu, menggunakan audio recorder dan juga teknologi seperti kamus, audio buku, tetapi guru tidak menggunakan semua strategi tersebut dalam setiap pertemuan karena disesuaikan dengan materi yang ada dan juga kebutuhan siswa .

## TABLE OF CONTENTS

### COVER

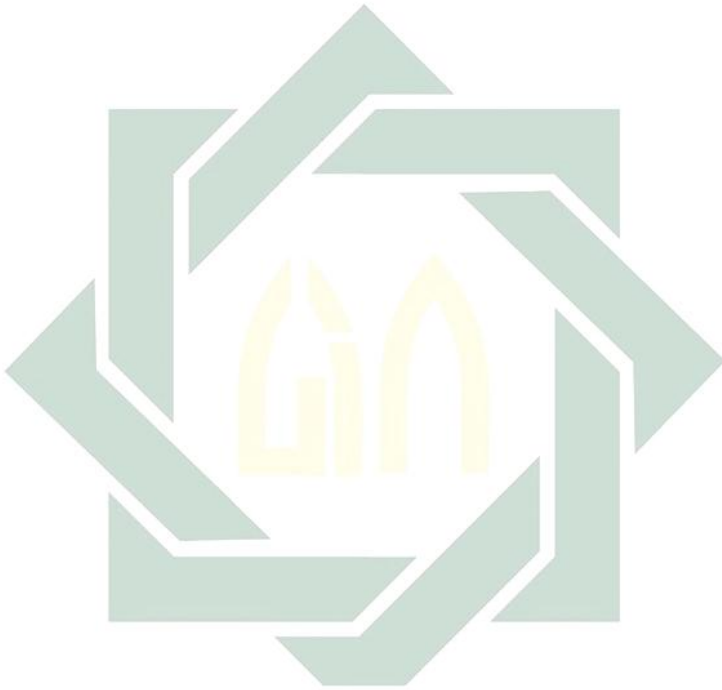
PERNYATAAN KEASLIAN TULISAN .....	i
ADVISOR APPROVAL SHEET .....	ii
EXAMINER APPROVAL SHEET .....	iii
MOTTO .....	iv
DEDICATION SHEET .....	v
ACKNOWLEDGEMENT .....	vi
LEMBAR PUBLIKASI PERPUSTAKAAN .....	vii
ABSTRACT .....	viii
TABLE OF CONTENT .....	ix
LIST OF TABLE .....	xi
LIST OF APPENDIX .....	xii
LIST OF ABBREVIATION .....	xiii
CHAPTER I : INTRODUCTION .....	1
A. Background of the Study .....	1
B. Research Question .....	5
C. Objective of the Study .....	5
D. Significabt of the Study .....	5
E. Scope and Limitation .....	6
F. Definition of Key Term. ....	6
CHAPTER II : REVIEW OF RELATED LITERATURE .....	8
A. Theoretical Framework .....	8



1. Language Diaorder .....	8
2. Teaching Reading for Dyslexia .....	11
3. Effective Teaching for Learning Disability .....	16
B. Review of Previous Study .....	25
CHAPTER III : RESEARCH METHOD.....	30
A. Method and Research Design .....	30
B. Setting of Research.....	30
C. Subject of Research .....	31
D. Research Procedure .....	31
E. Data and Source Data .....	32
F. Data Collection Teachnique and Instrument .....	32
G. Data Analysis Teachnique .....	33
CHAPTER IV : FINDING AND DISCUSSION .....	34
A. Research Finding .....	34
1. First Meeting .....	34
2. Second Meeting .....	36
3. Third Meeting .....	38
B. Research Discussion .....	40
CHAPTER V : CONCLUSION AND SUGGESTION .....	46
A. Conclusion.....	46
B. suggestion.....	47
REFERENCES .....	48
APPENDICES	

## LIST OF TABLE

Table 2.1 Types of Learning Disability .....	21
--	----



## **LIST OF APPENDIX**

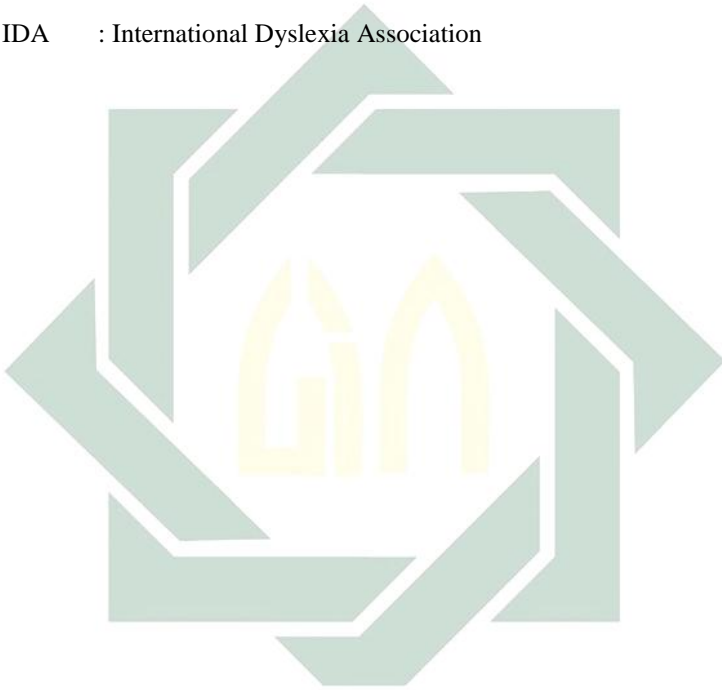
APPENDIX I	: Observation Checklist
APPENDIX II	: Observation Checklist Result
APPENDIX III	: Interview Guideline
APPENDIX IV	: Surat Tugas
APPENDIX V	: Kartu Bimbingan Skripsi
APPENDIX VI	: Surat Ijin Penelitian
APPENDIX VII	: Surat Balasan Penelitian

## **LIST OF ABBREVIATION**

SMP : Sekolah Menengah Pertama

LD : Language Disorder

IDA : International Dyslexia Association



# CHAPTER 1

## INTRODUCTION

This chapter presents an introduction of the study that will explain about some aspects such as the reason of setting in this research, then research question, the objective of the study, then significance of the study, scope and limitation, and the last is definition of key term that describe about some key point in this study.

### A. Background of the Study

Language disorder is a disturbance that make people difficult to find the right words and clear sentence when speaking. This also can make the children difficult to understand what other people are saying, the children may have to struggle to put it on the words into the thoughts or maybe both<sup>1</sup>. Something that cause of this language disorder are genes and heredity. Research was found that 20 into 40 percent of children with history of their family who have disturbance in speaking and language rather than 4 percent of them who don't have history about disturbance in speaking and language<sup>2</sup>. After that is prenatal nutrition, some research was found that when women in a pregnancy, then take prenatal folic acid, mostly their baby will have language disorder<sup>3</sup>. Then other condition such as autism spectrum disorder, down syndrome, intellectual disabilities, and premature birth it also cause of language disorder, There are many types of language disorder, but now the researcher will take Dyslexia term as a theme for this research.

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<sup>1</sup> U.S. National Library of Medicine, Language Disorder – Children, Nlm.nih.gov

<sup>2</sup> Choudhury, et. Factors on Language Developmental, Journal Of Speech Language, and Hearing Research (2003), 46

<sup>3</sup> Dave Smith, et.al., Folic Acid supplements in Pregnancy and severe language delay in Children, JAM, The Journal of the American Medical Association (JAMA Network web, 2011)

The reason why the researcher takes dyslexia as a theme because dyslexia is a disturbance in language which don't need a longer time<sup>4</sup>.

Dyslexia is a main problem in education which is mostly faced by the school because there is no physical manifestations, it can be undiagnosed or maybe unaddressed it is very important for the success of the children that teacher have to aware with dyslexia issue and how to solve this issue when teaching and learning process in the classroom.<sup>5</sup> Dyslexia is a based language of learning disability. Dyslexia may refer in cluster of symptoms, that is making people face some difficulties in language skill, especially in reading. Dyslexia students have experience in some difficulties with another language skill such as writing and pronouncing words. Dyslexia may individuals through their live, although the risk may be able to change in the different stages of a person's life. This term may called as a learning in disability because dyslexia make students feel difficult to succeed in academic in the typical instruction of environment, and it will be very serious because it will qualify the students in special education. Dyslexia can be explained as a different condition in the way people process or input the information that they have got. It means that reading, writing in a good structure can be difficult for dyslexia students. Dyslexia students can be very confuse when some instruction given in the same time and usually the students will have a bad short term memory. Dyslexia students may also have some difficulties in orientation like reading from left side to the right side, they may find some difficulties when speaking or discussion, then using some words or sentence which is not appropriate, using similar word, and often false in arrange the sentence when writing. Dyslexia students usually have global processing in the right-brain and very important for the educators or teacher claim this strength of this style and feel the difficulties.

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<sup>4</sup> Adlof S, et.al., Identifying Children at Risk for Language Impairment or Dyslexia with Group Administered Measure, Journal of speech, Language, and hearing Research.(2017) 60. 3507-3522.

<sup>5</sup> Jeanne M Colson, Teacher Training on Teaching Students with Dyslexia., Domician University of California

Nowdays, English Language as an international language be an obligation in some school like public school, private school, and inclusive school. Every students should know and understand about English language, moreover there are some school who ask their students to communicating with other people, whether it is in the home or at school. They should speak with English language. The shoulds speak fluently, good structure, good vocabulary, and understandable. English language for normal students it is little bit easy to apply in daily activity, the may try in many times, they will remember the vocabulary. But how about the other students? The other children? Students who need special treatment in teaching and learning process, especially Dyslexia students. Dyslexia students have a problem in understanding the word, accounting the number, remembering some sentences, etc. dyslexia students feel difficult for understanding words, it is still use Indonesia language, how about if they should know and understand about English language? How they can learn for it, that is actually the big question, because normal students who learn English Language still face some difficulties, how about students who have special needs like dyslexia, student who have difficulties in understanding words, accounting the number, remember for some sentences, etc. how they can understand English language which is their first language is Indonesia, not English language. In this case, for give special treatment to the students who have a special needs like dyslexia, creative and innovative teacher is needed. Teaching English for dyslexia is not easy as the people imagine, it is need special skill. Many difficulties that faced by the teacher in teaching English for dyslexia.

In this case, there are some studies that discuss about teaching English for dyslexia. This research will be a little bit different from the previous research, because this research will focus on analyzing the teacher strategies in Teaching English for Dyslexia students at Sekolah Inklusif Galuh Handayani Surabaya. These studies focused on teacher challenge by Basu and Udoba.<sup>6</sup> The aims is to find out the challenge faced by the teacher in the

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<sup>6</sup> Subhas Candra, A Study to Find the Challenges Faced by The Teacher In the Class of Child with Dyslexia, Ranjab University, May 2014

class having children with dyslexia.<sup>7</sup> Then these study which focused on characteristic of learners by Bodnar and Szaszkiwicz.<sup>8</sup> The aim of these study is how the way to give self esteem, motivation, attitudes and anxiety for the students.<sup>9</sup> then study focused on increasing motivation in learning to decrease the difficulties of the students with dyslexia by Tamasse and Puteri. The aim of the study is to find out the assesment, treatment, and therapy for students.<sup>10</sup> And the last studies was focus on teaching for dyslexia students by Hidayah and Nofitasari. The aims of these study is comprehending writing and reading ability os the dyslexia students<sup>11</sup>.

From those of study, teacher creative and innovative are needed, because the teacher will face many challenges in teaching and learning process in the classroom. The teacher should prepare many ways in teaching dyslexia. The teacher should prepare the strategy which is suitable with the students. Here, the teacher will face some difficulties in teaching English for dyslexia students. This research will be little bit different from the previous study because this research will focus on teacher strategies in teaching English reading for Dyslexia students especially in developing material for the students. The researcher took a topic with title “Teaching English Reading to Dyslexic Students at Inclusive School : A Case Study at Sekolah Inklusif Galuh Handayani Surabaya” with the expectation that the result of this research can be used by the teacher to share the appropriate strategies that used in teaching English reading for dyslexia students.

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<sup>7</sup> Humphrey Alexander UDOBA, Challenges faced by The teachers When Teaching Learners with Developmental Disability, University of OSLO, Autumn 2014

<sup>8</sup> Magdalena Szaszkiwicz, The Experiences of Norwegian students with dyslexia learning English as a foreign language, University of OSLO

<sup>9</sup> Modga Bonar, Teaching English to young learner with ADHD and dyslexia, Department of English Language (Poznan collage of Modern Language, 59 sw. Marcin Street, 61-68 Poznan, Poland)



## **B. Research Question**

In relation with the background of the study, this study is intended to find out what are the teacher strategies in teaching English reading to dyslexic students at Sekolah Inklusif Galuh Handayani Surabaya.

## **C. Objectives of the Study**

Based on the research question above, here the objective of the study is to describe the teachers strategies in teaching English reading to dyslexic students at Sekolah Inklusif Galuh Handayani Surabaya

## **D. Significance of the Study**

The result of this study is expected to give some contribution for the teacher, for the students, and also the further researcher. Here the researcher describes the significance of the study.

1. For teacher  
The teacher can improve the strategies in teaching English reading to dyslexic students , so that the students feel easy to understand the reading material. The teacher will find some solution that will very helpful in the future in teaching English for dyslexia. The teacher can mix and match which is the best strategy and materials for the students.
2. For students  
This research can increase the awareness that reading is needed and important, because it is include in English skill. Then the students can easy to understand the reading materials that used by the teacher to deliver the materials. The students can receive the materials well.

3. For further researcher  
Hopefully this research can be one of the reference to further researcher in analyzing the teacher strategies in teaching English reading to dyslexic students.

### **E. Scope and Limitation**

In every study or research, the scope and limitation are very needed. These are the scope and limitation for this research.

1. The scope of the study is the teacher strategies in teaching English reading to Dyslexic students at SMP Inklusif Galuh Handayani Surabaya. The researcher will interview with the teacher who teach English to dyslexic students and doing observation.
2. The limitation of this research is English teacher in SMP Inklusif Galuh Handayani Surabaya. This study is focused on teacher strategies in teaching English language, especially reading for dyslexic students. The strategy here means involve the reading material that given by the teacher to the dyslexic students.

### **F. Definition of Key Term**

In this part, in order to have the same idea and to avoid misunderstanding about the term below, here the researcher gives some definition of key term to avoid misunderstanding.

1. Dyslexia  
Dyslexia is Language-Based of learning disability. Dyslexia may refer in cluster of symptoms, which is making people face some difficulties with language skill, especially in reading
2. Teacher strategies  
Teacher strategy means an every selected activity, that can give a facility or assistance to the students to reach certain teaching

purpose<sup>12</sup>. In this class, there are two teachers, lead teacher and co teacher. In this research, the researcher will observe lead teacher.

3. Reading skill

Reading is a process of undertaken and used by readers to understand the message, a method use to communicate with other, which communicates the meaning contained or implied in the written symbols.<sup>13</sup>

4. Inclusive School

Inclusive school is regular school that receive students who have special needs with the education system which is appropriate with needs of the students who have special needs through adaptation of the curriculum, learning, evaluation, facilitation and many kinds of special needs.

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<sup>12</sup> Gili Nur, Teachers Strategies in Teaching English Vocabulary to Young Learner, IAIN Surakarta, (2015)

<sup>13</sup> Tahrin , 1985

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about all of the related review of the study, there will be two main points that will be discussed, these are Strategies for Teaching Reading and Teaching Reading for Dyslexia Students, and each main points will explain some aspect which are related with the topic of the study.

#### A. Theoretical Framework

##### 1. Language Disorder (Dyslexia)

Language disorder is a disturbance that make people difficult to find the appropriate words and sentences when speaking. This also can make the children difficult to understand what other are saying, the children may have to struggle to put it on the words into the thoughts or maybe both<sup>14</sup>. This important to note that children who have language disorder is not same with hearing problem or pronouncing word. Their challenge is understand, mastering and apply the rules of language. They are not “late talkers”. But if without special treatment, their communication problem will continuing and it may lead to emotional issues and academic struggle<sup>15</sup>. There are three types of language disorder, for the first is Receptive Language Issues. It is involving difficulties understanding what other are saying. For the second is Expressive Language Issues. It is involve difficulty expressing thoughts and ideas. And the third is Mixed Receptive-Expressive language Issues. It is involve difficulty understanding and using spoken Language. And dyslexia include in Receptive Language issues. Dyslexia students have difficulties in understanding an idea. Dyslexia is a based language of learning disability.

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<sup>14</sup> U.S. National Library of Medicine, Language Disorder – Children, Nlm.nih.gov

<sup>15</sup> Ervin Margaret, SLI : What We Know and Why It Matters, The ASHA Leader

Dyslexia may refer to cluster of symptoms, that is making people face some difficulties in language skill, especially in reading. Dyslexia students usually have experience in some difficulties with another language skill such as writing and pronouncing words. Dyslexia may individuals through their live, although the risk may be able to change in the different stages of a person's life. This term may called as a learning disability because it make students feel difficult to succeeds in academic in the typical instruction of environment, and it will be very serious because it will qualify the students in special education.

Dyslexia has some characteristic, here the characteristic of dyslexia students based on the cognitive aspect. First, in reading section, dyslexia students need more time to understanding some words, sentence, and passage. Second, dyslexia student think that reading need a long time process, and it can make the students of dyslexia remember about the material or the passage. Third, most of dyslexia students lose their words because they read in a false way. After reading, the words are lose, so that dyslexia students have to read he passage from the beginning again. Forth, most of dyslexia students have inclination in faced difficulties when reading in white paper. Fifth, dyslexia students have short-term memory, they feel difficult to manage and arrange their ideas. Sixth, dyslexia students usually write what they read or remember, so they don't losing their words. And the last, dyslexia students will speak in wrong way like un-complete sentences, long sentence/words, and almost fail in conversion their idea into the sentences.

A substantial body of research examining the neurocognitive basis of dyslexia <sup>16</sup> shows that word recognition to be the focus of difficulty in dyslexia and the strongest predictor of reading comprehension<sup>17</sup>. The main difficulties that the dyslexia students mostly faced are: word recognition of dyslexia students

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<sup>16</sup> Thomas Oakland, et.al., An Evaluation of the Dyslexia Training Program, A Multisensory Method for Promoting Reading in Students with Reading Disabilities (March/April1998)

<sup>17</sup> Ibid

based on a deficit phonological coding. The process of translating sub vocal units of print into sound<sup>18</sup>, student with dyslexia mostly have difficulty with phonics (the ability to sound out words), dyslexia students usually make reading less automatic and slower, and also deficits in phonics, so it can make spelling less accurate and automatic, adding or omitting extra words, dyslexia students mostly reading in reasonable rate, but with low level of comprehension, fail in recognize familiar words, missing a line or usually reading in the same line twice, and more, losing the place where they read or usually using finger or marker to keep the place, so they don't need to read in many times, dyslexia students usually make double reading (silent reading first, and then read aloud), dyslexia students have difficulty in pin pointing the main idea in a passage and the last is finding difficulty in using dictionaries, may directories, and also encyclopedias.

There are two types of Language Disorder, first is Expressive Language Disorder, and the Second is Receptive language disorder. Expressive language disorder is a communicative condition where with spoken or written speech there are difficulties. Expressive language is “the output” of language. However it expresses his/her wishes and desires. This include not only vocabulary, but also the grammar rules that illustrate how terms are grouped into sentences, phrases and paragraphs and the use of gestures and facial expression (means getting meaning or message across the other). The symptoms is children with language processing disorder have expressing what they are thinking or need. These children may Have trouble putting words into sentences, or their sentences may be quick, short, and the word may be off. Have a trouble finding the right words while speaking. Have a vocabulary in the same age below the level of other children in the same age. Leaves words out of the phrases when speaking. Use some phrases over. Use tenses inappropriately and frustration.

The second is Receptive Language Disorder. Receptive language disorder is Is a condition that affects a child's understanding and word processing. The children may hear and read the words, but

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<sup>18</sup> Ibid

they may not apply the words to the meaning of the grater. In speech, children with receptive language disorder will zone out because what they hear has little meaning. They can find it difficult to follow instruction, especially when they are speaking. This may affect the ability of children to interact, learn, and play with others. Receptive language disorder is the ability to understand or read the language. The symptoms as follows: a hard time hearing and understanding what has been said by other, problems that are spoken to them following the direction. problem of organizing their feelings, problem in identification objects and image, speaking turns as people speak in a group, problems with knowing plurals, verb, and tenses.

## **2. Teaching Reading for Dyslexia**

Reading is a integral part from the academic factor and it is very important out of academic term, although it is not include in some requirements of linguistic aspect from reading process. Strategy is special method in solving the problem or method to reach the goal, or planning design for manipulating some information.

In teaching English language especially reading for students, the best strategies are needed. Teaching strategy has been shown by several experts, such as ; that teaching strategy is teaching and learning process that must be done by the teachers or educators and the students, so that the purpose of teaching and learning process reached effectively, success, and efficiently. Another definition explain that teaching strategy is activity that have been chosen which can give facilities or may help students to reach the purpose of the teaching and learning process<sup>19</sup>.

There are three kinds of reading strategy which are very useful when learning to read and it will presented : first is reading for gist -skimming, second; reading in specific information – scanning, and third; looking for inference – reading comprehension

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<sup>19</sup> Gili Nur, Teachers Strategies in Teaching English Vocabulary to Young Learner, IAIN Surakarta, (2015)

reading for detailed comprehension<sup>20</sup>. not only how the way teacher give the best strategies to undersatnd the reading material, but also the teacher should have teaching strategies. In teaching English also need strategies to teach students who have special needs like dyslexia. To help students with dyslexia, teachers have to be aware of the signs and symptoms that students with dyslexia. Students who are diagnosed with Dyslexia in kindergarten and first grade become better readers than students who are not diagnosed until third grade or later. This problem becomes a major issue when most of districts do not test students until they are two or more years. If teachers are aware of dyslexia, then they can make modification and find the appropriate strategy in their classroom when teaching and learning process to meet the needs of the students<sup>21</sup>. Teaching for students who have special needs is different with teaching normal students. Students who have special needs will got special treatment, appropriate strategies, different evaluation, facilitation, etc from the teacher.

Here are some strategies to teaching reading materials which is very important for the teacher and the students. First is clarify, or simplify, or make it clear the direction and instruction<sup>22</sup>. Some of direction or instruction are written in paragraph form and have many information. This can be very tired for dyslexia students, because they have to think hard to understand the direction and the instruction. The teacher can help the students by underlining or highlighting the significant parts of the instruction and direction, or the teacher may Re-write the instruction and direction, it is very helpful. The second, presenting a small of work. The teacher can tear pages from workbook and material to present small assignment to dyslexia students. This method can be restrain to the students from examining an around workbook, text, or another material and it may become discourage by the amount

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<sup>20</sup> Johanna Gronblad, English Teacher Perception of Teaching Reading and Reading Strategies to Dyslexia Students, Stockholms Universitet, (2013)

<sup>21</sup> Ibid (P.18)

<sup>22</sup> International Dyslexia Association (IDA), Dyslexia in the Classroom, What Every Teacher Needs to Know (2017)



of work. Third blocking out extraneous stimuli. If the students feel easily in distracted of visual stimuli in full worksheet, the teacher can use blank sheet for closing part of worksheet that not be used by the students, and also line marker can be used as a reading helper. The fifth is Highlighting the important Information. If an adolescent can read a regular textbook but have difficulty finding the important information, here the teacher can mark this from information with a highlight pen or marker. Then using a placeholder in Consumable material. In consumable materials in which students progress sequentially, the students can make a diagonal cut across the lower right hand corner of the pages as they are completed. Then, Providing additional practice activities. Some materials do not provide enough practice activities for students with learning problem. Teachers then have to supplement the material with practice activities. For recommended practice exercise include instructional games, peer teaching activities, self-correcting materials, computer software programs and additional worksheets that can help the students. Next, may the teacher providing a glossary in the content of areas. Students often get the benefit from glossary related of terms. Then, the teacher may developing reading guides. A reading guide helps the reader understand the main idea. A reading guide can be developed in paragraph by paragraph, page by page, or section by section. Using audio recording. Directions, then stories, and specific lesson can be record. Here, the students can reply the tape to clarify or may understanding the direction or concept. And also, to develop reading skills, the students can read the printed word silently based on what are presented on tape. And the last is Using Assistive Technology. Here assistive technology products such as electronic readers, tablets, dictionaries, spellers, text to speech programs, audio books, and more can be very useful tools for students.

There are some ways of accommodating learners with dyslexia in the foreign language classroom and these can be categorized into 7 groups: <sup>23</sup>. For the first is Lesson Organization.

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<sup>23</sup> Thomas Oakland, et.al., An Evaluation of the Dyslexia Training Program, A Multisensory Method for Promoting Reading in Students with Reading Disabilities (March/April1998)

During the teaching and learning process, teacher should make the teaching procedures more explicit, such as a lot of demonstration, guided practice, corrective feedback. To make sure that students understand about the instruction it is important for the teacher to repeat again the direction in different ways as well as check understanding, because students should have a good rapport. If the directions are difficult and too complicated, it is suggested for the teacher to using a step-by-step instruction. In case of written instruction or direction, the teacher should also clarify or simplify or make it clear the written directions with the samples. It is important to keep the balance in lesson during teaching and learning process, here balance means balance between oral presentations with visual information and participatory activities, a balance with a big group, small group and individual activities. The small assignments bring a step to success and increase motivation of the students. It is the use of suggestion to present a small amount of work what prevents learners becoming discouraged by the amount of work. Similarly, teachers can reduce the amount of work, like to complete only a half of the activity, or the teacher can work only with the specific section, etc.

The second is Simplification of Material. With dyslexia learners, the teacher should or have to make simple the material. however not to crowd the page, block out extraneous stimuli (if cannot make simple, the teacher can suggest the learner to use a blank sheet of paper to cover distracting stimuli), highlight important information. The advantages of the teacher make the material, it can fully reflect the student's need. The teacher also can design hierarchical worksheet where task are arranged from the easiest one to the hardest.

The third is Organization. Dyslexia students need more time for certain type of activities and make good organization, it can save their time. They are suggested to use different color coding, sign/symbol coding, etc. here, the teachers may provide students with graphic organization like chart, blank webs, maps what helps learner to listen for key information and understand relationship. Similarly, the teacher should encourage learners to use graphic organizer. Many students not only dyslexic ones use

different diaries and calendars to get organized. The teacher should encourage use of assignment books or calendars where pupils can record due dates, homework test dates, etc.

The fourth is Additional Support. Additional practices activity are needed for dyslexia students and teachers may recommend some software programs, self-correcting materials and provide them with additional worksheet. The teacher can also provide a glossary in content areas and / or outline/ copy of the lecture. The fifth is Interaction. One student verbalizes the problem with help the students to understand and memories the issues that another listens and the multisensory approach in this case can be applied during teaching and learning process. The students can compare and check the notes, collaboratively work in different task etc. similarly can encourage note sharing. The sixth is Multisensory Approach. Multisensory here learning involves using two or more sense is often. It is an effective approach not only to teaching children with dyslexia, but also teaching generally. Verbal information can be combined visual information like handout or overhead. Prior to a presentation, like new vocabulary or key points can be written on the board. The last is Individual Approach. Placing students close to the teacher can help, like to limit distracting (sound, objects, etc) In some way “close” the space among the teacher, students and board. Using flexible work time can be very for dyslexia students as they sometimes need more time to complete the assignment. To reduce the time, they need to complete the assignment they, here they should be allowed to use of instructional aids. Sometimes it is worth considering the use assignment substitutions or adjustments. We also can help the students to apply different learning strategies and mnemonic devices.

In the other way, there are some suggestions for discovering dyslexia medically. Actually dyslexia cannot be recovered, but there are some ways to help dyslexic, such as <sup>24</sup> first,

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<sup>24</sup> Roger & George : A step by Step for Guider (Teaching Students with Learning Disabilities) , Corwin Press, A SAGE Company (2008)

reading aloud in front of the children. This way will be more effective if the parents do it on 6 months or youngest. If the children mature enough or teenagers, invite the children to read together after the story told by his/her parents. Second, give support to the dyslexic children to read. Parents should omit anxiety of the children. With routine reading, it can increase the children's ability in reading. Third, discuss and doing collaboration with the teacher in the school. Parents should have deep talk with the teacher about the condition of the children, then discuss about what is the best way to help the children, so that they can join lesson well, then communicating routine with the teacher so that parents always update with the progress of the children. Forth, parents should have deep talk with the children about the real condition that faced by the children. The parents should give understanding to the children, so that they can recover from the real situation and the children have enthusiasts for learning. Fifth, give limitation for watching television. Parents should limit the time for watching television and give more time for learning reading. Choose the interesting theme for the reading material, or choose the comfortable place to learning so the children interesting to reading. Sixth, join in support group. This way is very helpful, because all the members of group can share and caring because they have same children. Sharing experience can be give new information to ncrease the ability of the children and it is very helpful.

### **3. Effective Teaching Strategies for Students With Learning Disability**

Appropriate strategies for students with learning disability, usually used three components.<sup>25</sup>

1. Academic instruction
2. Behavioral interventions
3. Classroom accommodations.

First, academic instruction. Academic instruction here means preparing students for the lesson in the next meeting. Some

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<sup>25</sup> Roger & George : A step by Step for Guider (Teaching Students with Learning Disabilities) , Corwin Press, A SAGE Company (2008)

research has shown that the way to study of students with learning disability is structural academic lesson. Some of teaching practice have been found that this way, it is appropriate and useful for students.

First, Academic instruction. Academic instruction here means prepare students for upcoming lesson. Research suggest that students with LD learn best with a carefully structured academic lesson. A number of teaching related practices have been found especially useful in facilitating this process.

First, discuss and establish studying expectation. Here, the teacher asked about the student's hope for teaching and learning process like the teacher explain to the students that subject of English language will be reading passage about home and identifying new vocabulary in the story or passage. Then next is discuss and establish about behavioral expectation. Here the teacher describe how the students to behave during teaching and learning process in the classroom like teacher explain that the students may silent and attention if the teacher talk or explain about the material or the students can raise hand if wants to get the teacher attention or may asking something. Then third, offer an organizer. Here the teacher preparing for students to do quick summarizing and arrange all the activity that have been prepared. For the example, the teacher will ask and check about the previous lesson then continuing with new lesson and work at group and individual activity will be very important. Forth, always take time to review the previous lesson. Here, the teacher will review the information about the previous lesson about the topic. For the example, the teacher will remaind that previous lesson focus on certain topic and for the next lesson also about certain topic. Then identifying all the material that needed for the students during the lesson than the students looking for the material by themselves. For example the teacher explain to the students that should bring like pencils, journal, pencil colour for certain topic. Make the instruction, schedule, choice, as easy as possible. More simple, the teacher hopes that the students understand the instruction well and finished all the duty productively and on time.

The second is academic instruction. Academic instruction here means doing effective lesson. Some of this strategy can help

the teacher in teaching and learning process. First is remember that condition and also structure and consistence very important for the students with learning disability because many students doesn't face the challenge well. For the rules, minimally is the best for the students. They need to understand well what they want and the risk if they don't obey the rules. Teacher should give chance to the students for participating in the class. Give the students secret code that they will be called by the teacher soon. Teacher have to avoid differentiate between regular students and students with learning disability. Then used audiovisual well as a material for teaching and learning process like projector.

Then, the next is Behavioral Intervention<sup>26</sup> the purposes of behavioral intervention is helping the students to omit bad activity for teaching and learning process, to create the conducive situation in the classroom when teaching and learning process. Classroom that used well will make the situation of the classroom well and discipline. The teacher can give praise to the students, so that the students feel safe beside the teacher. Here the following strategies the use of praise. First is Define the appropriate behavior while giving praise. Praise should be specific for the positive behavior displayed by the student: The comments should focus on what the student did right and should include exactly what parts of the student's behavior was desirable rather than praising a student for not disturbing the class, for example, a teacher should give praise the student for quietly completing a English lesson on time. Second, improve praise immediately. The sooner that approval is given appropriate behavior, the more likely the student will repeat it. Third, Vary the statements given as praise. The comments used by teachers to praise appropriate behavior should vary; when students hear the same praise statement over and over, it may lose its value. Fourth, be consistent and sincere with praise. Appropriate behavior should receive consistent praise. Consistency among teachers with respect.

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<sup>26</sup> Roger & George : A step by Step for Guider (Teaching Students with Learning Disabilities) , Corwin Press, A SAGE Company (2008)

The third components are Classroom Accommodations. The third component of a strategy for effectively educating students with LD involves physical classroom accommodations. Students with Learning disability often have difficulty adapt to the structured environment of a classroom, determining what is important, and focusing on their assignment. They are easily distracted by other students or by nearby activities in the classroom. As a result, many students with learning disability get the benefit from accommodations that reduce distractions in the class-room environment and help them to stay on task and learn. Certain students with learning disabilities accommodations within the physical and learning environments of the classroom can benefit students with learning disability. Special Classroom Seating Arrangement for LD Students <sup>27</sup>. First, Seat the student near the teacher. Assign the student a seat near the teacher desk or the front of the room. This seating assignment provides opportunities for the teacher to monitor and reinforce the student's on task behavior. Second, Seat the student near a student role model. Assign the student a seat near a student role model. This seat arrangement provides opportunity for students to work cooperatively and to learn from their peers in the class. Third, provide low-distraction work areas. As space permits, teachers should make available a quiet, distraction-free room or area for quiet study time and test taking. Students should be directed to this room or area privately and discreetly to avoid the appearance of punishment.

The second component of classroom Accommodation is Instructional tools and the physical learning environment. <sup>28</sup> First, teach the student to use a pointer to visually track written words on a page. For example, provide the student with a bookmark to help the student follow along when students are taking turns reading aloud. Second, Egg timers. Note for the students the time at which

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<sup>27</sup> Roger & George : A step by Step for Guider (Teaching Students with Learning Disabilities) , Corwin Press, A SAGE Company (2008)

<sup>28</sup> Roger & George : A step by Step for Guider (Teaching Students with Learning Disabilities) , Corwin Press, A SAGE Company (2008)



the lesson is starting and the time at which it will conclude. Set a timer to indicate to students how much time remains in the lesson and place the timer at the front of the classroom; the students can check the timer to see how much time remains. Interim prompts can be used as well. For instance, students can monitor their own progress during a 30-minute lesson if the timer is set for 10 minutes three times. Third, classroom lights. Turning the classroom lights on and off prompts students that the noise level in the room is too high and they should be quiet. This practice can also be used to signal that it is time to begin preparing for the next lesson. Forth music. Play music on a tape recorder or chords on a piano to prompt students that they are too noisy. In addition, playing different types of music on a tape recorder communicates to students what level of activity is appropriate for a particular lesson. For example, play quiet classical music for quiet activities done independently and jazz for active group activities. And the last, proper use of furniture. The desk and chair used by students with LD need to be the right size; if they are not, the student will be more inclined to squirm and fidget. A general rule of thumb is that students should be able to put their elbows on the surface of the desk and have their chin fit comfortably in the palm of the hand.



#### 4. Learning Disability

Table 2.1 Types of Learning Disability

No	Types of Learning Disability	Definition Types of Learning Disability
1	Auditory Processing Disorder <sup>29</sup>	ADP refers to an individual's ability to analyze or make sense of information taken (through the ears). The disorder part auditory processing disorder means that something is really affect in the processing or interpreting of the information.
2	Dyscalculia (Arithmetic Disorder)	Is a term referring to a wide range of long-life learning disabilities involving math. this disabilities affect person's ability to understand and manipulate numbers, perform mathematical operations, and conceptualize number.
3	Dysgraphia (Writing)	Dysgraphia is a neurological disorder characterized writing

<sup>29</sup> Roger & George : A step by Step for Guider (Teaching Students with Learning Disabilities) , Corwin Press, A SAGE Company (2008)

	Disorder)	disabilities. The disorder causes a person's writing to be distorted or incorrect. In children, the disorder generally happend when they are introduced to writing. They make inappropriately sized and spaced letters or write wrong or misspelled words, despite thorough instruction
4	Dyslexia (Reading Disorder)	<p>Dyslexia is the learning disability especially with reading. Dyslexia is a life-long language processing disorder that hinders.</p> <p>The development of oral and written language skills. Children and adults with dyslexia can be highly intelligent; however they have a neurological disorder that causes the brain to process and Interpret information differently.</p>
5	Dysorthographia (Spelling Disorder)	<p>Dysorthographia is the learning disability associated with spelling. Spelling is the ability to use letters to construct words in accordance with Accepted usage.</p>

6	<b>Nonverbal Learning Disabilities</b>	Nonverbal learning disorder, also known as NLD, is a neurophysical disorder originating in the right hemisphere of the brain. Reception of nonverbal or performance-based information governed by this hemisphere is impaired varying degrees, resulting in problems that include visual-spatial,intuitive, organizational, evaluative, holistic, processing functions.
7	<b>Organizational Learning Disorder</b>	Nonverbal learning disorder, also known as NLD, is a neurophysiological disorder originating in the right hemisphere of the brain. Reception of nonverbal or performance-based information governed by this hemisphere is impaired in varying degrees, resulting in problems that include the visual-spatial, intuitive, organizational, evaluative, and holistic processing functions
8	<b>Social Disorder</b>	This is a problem with the self-governing part of the brain that stops

		<p>one from doing such things as laughing at the wrong time, talking aloud to oneself, or coughing without covering the mouth. Students with this disorder might abruptly interrupt a conversation or talk aloud to themselves in public.</p>
9	Visual Processing Disorder	<p>A visual processing, or perceptual, disorder refers to a hindered ability to make sense of information taken in through the eyes. This is different from problems involving sight or sharpness of vision. Difficulties with visual processing affect how visual information is interpreted or processed by the brain.</p>

## B. Review of Previous Study

In this part, the researcher describes several previous type of study which is related to the teacher strategies in teaching English for dyslexia students. Here some of the previous study. The first previous research was conducted by Subhas Candra Basu from Panjab University. The main question of this research is what are the challenge faced by the teacher in the class of children with dyslexia from the perspective of the teacher teaching at school in Delhi Region. The objectives of the research is to find out and to study the challenges faced by the teacher in the class having children with dyslexia. The result of this research is : on the first column, the investigator found that 10.07 percent of the teachers mentioned that they had not faced any academic and behavioral challenges. 30 percent of the teachers mentioned that they faced challenges related to the academic of the child with dyslexia. In which 6.67 percent of the teacher faced minor academic challenges and 23.33 percent of the teachers faced academic challenge at major level. 16.67 percent of the teachers mentioned that they faced challenges related to behavior of child with dyslexia. In which 10 percent of teachers faced minor behavioral challenges and 6.67 percent faced behavioral challenges at major level. Most of teachers 36.67 percent of the teacher mentioned that they faced both academic and behavioral challenges in teaching students with dyslexia. In the second graph investigator found that 56.67 percent of the teacher have not facing difficulty and 43.33 percent of the teacher facing difficulty during teaching. 26.67 percent difficulty occurred sometimes in little amount, 10 percent difficulty is very high and 6.66 percent teachers said that dyslexia took more time than others to understand the same lesson, concept, etc<sup>30</sup>.

The second previous study was conducted by Humphrey Alexander Udoba. The main question of this research is : what are the challenges teacher face when teaching children with developmental disability. The general purpose of the study is to

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<sup>30</sup> Subhas Candra Basu, A Study to Find the Challenges Faced by The Teacher In the Class of Child with Dyslexia, Ranjab University (May 2014)

find out what challenges teachers face when teaching children with developmental disability, and this research have been conducted in Tanzania. The empirical investigation is guide by the following objectives : to see teacher's understanding of developmental and to find out the approach and method of teaching used by teachers when teaching children with developmental disability. The result of this research <sup>31</sup> .

The third previous study was conducted by Madga Bodnar. The question of this research are "how is the characteristic of ADHD and dyslexia learners? And what is the difficulties during their education and how is the teacher should educate them? The main purpose of this study is to present the characteristic of learners with these problem, their difficulties that are present during their education, and how the teacher should educate them, as well as which methods would be most appropriate for learner with ADHD and which for learners with dyslexia. The result of this research is : students with ADHD may easily to be recognizes because of their symptoms such as hyperactive, inattention, and impulsivity. Dyslexia on the other hand, is characterized by difficulties in literacy acquisition affecting reading, writing, and spelling. Dyslexia can also be genetically conditioned or have a neurobiological basis. In order to teach these students English, it can choose many different methods, but not every one of them may work because every child is different, but for ADHD Students young learners using Total Physical Response or Suggestopedia may bring really good effects, theu increase child's motivation to learn and make them more relaxed during the lesson and to concentrate more on the subject. For dyslexic young learners the multi-sensory teaching method seems to be the most fruitful, because students may absorb knowledge by using all the tenses and

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<sup>31</sup> Humphrey Alexander UDOBA, Challenges faced by The teachers When Teaching Learners with Developmental Disability, University of OSLO ( Autumn 2014)

it can cause their literacy skill improve and also their self-esteem will increase<sup>32</sup>.

The fourth previous study was conducted by Magdalena Szaszkiewicz.<sup>33</sup> In this thesis the attention will be given to self-esteem, motivation, attitudes and anxiety, as the examples of these affective variables and their relationship with learning achievement, as seen from the students' point of view. The language under investigation was the English language, which has been recognized as one of the most difficult languages to learn for people with dyslexia. The main goal was to get an insight into how the students perspective their learning situation concerning the particular areas of the English language that pose most challenges, the emotional responses to these difficulties, and the perception of the role of their English teachers in shaping their learning experiences and impacting on learning achievement. To get the answer of the study question, the research utilized semi-structured interviews with six participants from secondary schools who had the statement of dyslexia. For the purpose of the data analysis the phenomenological approach and hermeneutics were combined. The findings revealed that the participants experienced a range of difficulties in their learning process. The most common areas of the English language which theory found challenging were fluent reading and comprehension, spelling and memorizing new information. The data showed that the emotional responses did not relate directly to the difficulties in learning, but were the reaction to the way the teachers addressed these difficulties through their pedagogical decision. The students related to specific pedagogical accommodation that they expect from their English teachers in order to succeed in the English classroom, feel motivated and keep positive attitude and how anxiety is learning. The central theme that emerged from the student's perception of their English teachers was the lack of understanding which consequently was

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<sup>32</sup> Modga Bonar, Teaching English to young learner with ADHD and dyslexia, Department of English Language , Poznan collage of Modern Language, 59 sw. Marcin Street, 61-68 Poznan, Poland.

reflected in the important pedagogical decisions and attitude of the teachers<sup>34</sup>.

The fifth previous study was conducted by Tamasse and Jumraini. The aims of this study is to find out the appropriate way to decrease the difficulties in learning of dyslexia students. There are three solutions to decrease the difficulties in learning of dyslexia students such as assessment, treatment, and therapy. Dyslexia students need individual teaching, full support from the parents, and multi-disciplinary education. One of the appropriate ways is therapy. One of the appropriate therapies is direct instruction which uses a multisensory approach. The sixth previous study was conducted by Tri Wulansari, Anna Vitara, and Maryta. The aim of this study is increasing learning motivation for dyslexia students to decrease the difficulties in reading. The result of this study, generally there are five methods which are appropriate for dyslexia students such as The seventh previous study was conducted by Anggun Nofitasari, Nur Ernawati and Warsiyanti. The aims of this study is to find out the method in teaching dyslexia students. The result of this study is Fernald method, Gillingham method, Analysis method, Hagege-Krik-Krik method, and the last is Neurological Impress. The eighth previous study was conducted by Rifa Hidayah. The aim of this study is resolve the difficulties of dyslexia students. The result of this study is using multisensory method using visual, auditory, kinesthetic, and tactile. Then using glass analysis method, this method using group activity and the other method is skill effective phonology.

This research is a little bit different from the previous study because in the first and second previous study only focuses on the teacher challenge in teaching dyslexia and learning disability and this research focus on teacher strategies in teaching English reading for dyslexia. The previous research only explain the challenge faced by the teacher. This research also have differences with the third and fourths previous study, because the previous

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<sup>34</sup>Magdalena Szaszkievicz. The Experiences of Norwegian students with dyslexia learning English as a foreign language. University of OSLO.



study focuses on characteristic of dyslexia learners. In this reaserch also discuss about characteristic of dyslexia, but the characteristic of dyslexia is not the main focus in this reaserch, and thereare similarity between the characteristic that mentioned in previous study with this research, because they has same reading language disorder. The differences come from the background of the children and teaching and learning process in the classroom, and also from the language background. There is similarity for the fifth, sixth, and seventh previous study with this research because focuses on strategy or method that used by the teacher to increase the students knowledge about English reading. The similarity is about the strategies that used by the teacher. Both previous study and this reaserch use multisensory approach as one of the strategy to incese the students knowledge, and also support from the teacher, parents and people around the dyslexia students. For the eight previous study focuses on resolve difficulties of dyslexia students. There are similirity between the previous study and this research. Both of research explain the appropriate strategy. In the previous study explain about the way to solve the difficulties of dyslexia that must be done by the students, and in this reaserch strategies means method for teacher. In the previous research there are multisensory, work in a grup that must be done by the students, but in this reaserch like work in group and multisensory is strategy for teacher that must be applied for the students.

Here, this research focus on teacher strategies in teaching English reading for Dyslexia students especially in developing material for the students. The researcher took a topic with title “Teaching English Reading to Dyslexic Students at Sekolah Inklusif Galuh Handayani Surabaya” with the expectation that the result of this research can be used by the teacher to share the appropriate strategies that used in teaching English reading for dyslexia students.

## CHAPTER III

### RESEARCH METHOD

This chapter describes about the researcher's step in conducting the study, the explanation consist of approach and research design, setting of the study, subject of research, research procedure, data collection technique and data analysis technique.

#### A. Method and Research Design

Based on the aim of this study, this study used qualitative approaches. As the expert said that qualitative is signed by its goal, which is related to understanding some aspects in social context and the method is generate word rather than number as data for doing analysis. Qualitative approach to research is concerned with subjective assessment of attitude, opinions and behavior. It is because this method is used in studying object which cannot be described with numeric data. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data<sup>35</sup>. This research used that method because it is ppropiate to to the objectives of the research which describe about the implementation and the difficulties faced by the teacher in teaching English especially in Reading Material. The result of this research emphasized more on the data interpretation that found in the field. It is illustrated in the form of describing word to the result.

#### B. Setting of Research

##### 1. Time and location of this research

This research was conducted to analyzed the teacher difficulties in teaching English especially in reading to Dyslexic students at SMP Inklusif Galuh Handayani Surabaya

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<sup>35</sup>Donald Ary, et.al., Introduction to Research in Education.

The researcher of this study analyzed the data interview, and observation which is taken from the teacher who teach reading for dyslexic students because be a teacher for dyslexic student is not easy as the imagine, because dyslexic is students who have a problem in reading, so the teacher need some ways or strategies to teach dyslexic students, and it means many difficulties will faced by the teacher. Here the researcher was administered this research in this eight semester in forth times around one and a month.

## 2. Subject of research

The subject of this study is teachers who teach English Language for Dyslexia students at SMP Inklusif Galuh Handayani Surabaya.

## C. Research Prosedure

The process of this study was done as these following stages.

1. Asking permission in the headmaster of SMP Inklusif Galuh Handayani Surabaya, making appoinment dealing the research with the English teacher
2. Conduct the research.
  - a. Collecting data  
As the data are obtained from the English teacher, strategy in teaching English reading for Dyslexia students, and the researcher analyze it using observation checklist and interview
  - b. Analyzing the data  
The reseacher analyze the data based on the theoritical frameworks in the previous chapter
  - c. Interviewing the subject  
The researcher asked the English Teacher to do clarification to make sure the data that the researcher analyzed is valid. This step expected that the English teacher gives clear explanation and information about the data.
  - d. Concluding the result of the research

The result of the analysis and theory are combined, the researcher made the conclusion of the research based on the whole section of this study that have been discussed.

#### **D. Data and Source Data**

The types of data used in this study are the following.

- a. Primary Data is obtained from the respondent obtained through interview and observation.
- b. Secondary Data is obtained from research journals, articles, and books related to the research. Secondary data use to looking for the theory, previous study related with the research.

#### **E. Data Collection Technique and Instrument**

The data in this study is the result of data collecting, Observation and Interviews about teacher difficulties in teaching English for dyslexia student at Sekolah Inklusif Galuh Handayani Surabaya.

##### **1. Observation**

Observation is also one of the method of data collection, because it is involve the collecting data, by observation, the researcher know what is actually the students' needs and wants. The researcher will know the implementation of teaching English reading to dyslexic students. The researcher used observation also to monitoring the progress of teaching and learning process. The difficulties that faced by the teacher when teaching English reading for Dyslexic students.

##### **2. Interview**

Interview is one of the data which is influence of collecting the data through face to face to get the right answer from the teacher. The researcher used interview method to grab the result of difficulties or challenge in teaching English especially reading in teaching dyslexic students at SMP Inklusif Galuh Handayani Surabaya.

### 3. Research Instrument

Instrument is important to find out the result of the research , so the instrument has to be prepared well. In this research, the researcher used interview and observation to get information about teacher difficulties in teaching English for dyslexia students.

## **F. Data Analysis Technique**

### 1. Observation

Observation is also one of the methods of data collection, because it is involved the collecting data, by observation, the researcher know what is actually the students' needs and wants. The researcher used the observation (observation checklist) also to monitoring the progress of teaching and learning process. This observation checklist for The difficulties that faced by the teacher when teaching English for Dyslexia.

### 2. Interview

Interview is one of the data which is influence of collecting the data through face to face to get the right answer of the students. The researcher used interview method to find out the information about teacher difficulties in teaching English for Dyslexia students at Sekolah Inklusif Galuh Handayani Surabaya.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes and analyzes the data which is obtained during the research. In this chapter include the display of the result of observation checklist and interview and discuss about the answer of research question.

#### **A. Research Findings**

The findings in this research are discussed about the teacher strategies in teaching English for dyslexic students at SMP Inklusif Galuh Handayani Surabaya and the students responses toward the teaching and learning process. Every finding described and provided with supporting data.

#### **Teacher Strategies in Teaching English for Dyslexia Students at Inclusive Junior High School of Galuh Handayani Surabaya**

Based on the observation that was conducted in Inclusive Junior High School of Galuh Handayani. Here is the explanation of the observation result in the classroom of Inclusive Junior High School of Galuh Handayani Surabaya.

##### **1. First Observation**

###### **Pre - activity**

For the first observation, the teacher explained about “things in the classroom”. Firstly the teacher came to the class, then the teacher prepared for the material. The teacher gave command to the student calm because the class have been started. The teacher made modification in the classroom to met the needs of the students. In the inclusive school, each class consists of regular students and students who have special needs. The teacher made modification of sitting arrangement in the classroom. There are two groups in the class, first group consist of regular students and second group consist of students who have special needs. in group of special needs there is a co-teacher as a helper in the class. Then the teacher asked the students to prayed before start the

lesson based on their religion. Before going to the lesson, the teacher applied upcoming materials, the teacher reminded the students about the previous material before going to the next material.

#### While activity

The way the teacher grabbed the student's attention by speaking aloud, asking about what is things around the class and the students answered it with Indonesian language. Then the teacher wrote all the things that mentioned by the students in the white board, the teacher explained about the meaning of things in the class with English language. Then the teacher said the word aloud so that all the students can repeated after the teacher said. The teacher always repeated the explanation or direction in a different way to make sure that the students understood what the teacher said. This way is not only for dyslexia students, but also all the students in the classroom because repeated the explanation is important, because not all the students understood the material faster and repeated the explanation can made students understood the material easily, as we know that the ability of each students are different, and repeated the explanation very helpful. The teacher repeated it in may times, then the teacher came to all the student one by one to asked what is the meaning of "things around the class" and speak aloud. Here the teacher spoke aloud and repeated by the students. In the class there is an autism student who can managed by the teacher, so here co teacher helped the teacher to make sure that the students understoodd about the material.

The teacher asked to the students to wrote the material in their own book. Here the teacher gave different evaluation for dyslexia students. The evaluation here means the teacher gave the dyslexia students task, the task is same with other students about things around the class. But here, the teacher asked the dyslexia students to wrote down things around the class in each alphabet (one by one) like "table" so the dyslexia students should wrote "t-a-b-l-e = table = meja". The teacher gave different evaluation for dyslexia students here because the needs of each student are different. The teacher cannot make the evaluation same, because of

portion in grabbed the materials are different. Like dyslexia has difficulties in reading, then autism has difficulties in speaking so the evaluation will be different because evaluations for students depend on the students need. After all the students finished do their work, the teacher asked the students to write down their answer in the white board and spoke aloud again together, then the teacher also asked the dyslexia students to write down their works in the white board and speak aloud about the answer.

#### Post activity

The teacher repeated the material with all the students (speak aloud) and in the end of the time, the teacher made question and answered with the students to made sure that the students are understood about the material and the teacher also asked to the dyslexia students, and the students could answered it well. Actually here the dyslexia students do not feel too difficult in English language because they usually spoke English in their home with their parents.

## 2. Second observation

#### Pre Activity

For the second observation, Firstly the teacher came to the class, than the teacher prepared for the material. The teacher gave command to the students to keep calm because the class have been started. The teacher made modification in the classroom to met the needs of the students. In the inclusive school, each class consists of regular students and students who have special needs. The teacher made modification of sitting arrangement in the classroom. There are two groups in the class, first group consist of regular students and second group consist of students who have special needs. in group of special needs there is a co-teacher as a helper in the class. Then the teacher asked the students to prayed before start the lesson based on their religion. Before going to the lesson, the teacher applied upcoming materials, the teacher reminded the students about the previous material before going to the next material. In the second observation here the teacher continued the previous material about “things in the classroom” but made



sentence (positive, negative, and interrogative sentence) about things in the classroom.

#### While activity

The teacher explained the material and wrote in the black board to made sentence. Because there are some students who do not understood about the material, the teacher made the teaching procedure more explicit. Explicit is indeed for all the students, not only dyslexia, but both regular students and students who have special need. Explicit is important because sometimes long-winded will make students difficult for understood the material. Explicit and to the point will made easy students understood the material. More explicit here, the teacher explained about the purpose of the lesson, the teacher gave information step by step about the material, the teacher gave some example, the teacher gave explanation about the sentence to the point like "Nigel write the answer in the white board". After that the teacher asked the students to spoke aloud about the sentence. Like usually, the teacher gave different evaluation for dyslexia students. Here, the teacher asked to the dyslexia students to made sentence positive negative and interrogative but the teacher gave the students picture, so that the dyslexia students feel easy to understood the material. After all the students finished do their works, the teacher asked the students to present their answer in front of the class, when the students presented, the other students have to repeated aloud together. The teacher asked some students to present in front of the class and did same thing like previous students.

#### Post Activity

In the end of the time, the teacher did question and answer with the students. If the teacher gave question in positive sentence, so the students should answered in negative sentence and interrogative sentence.

### 3. Third Observation

#### Pre Activity

For the third observation, the teacher explained about “part of body”. Firstly the teacher came to the class, then the teacher prepared for the material. The teacher gave command to the students to keep calm because the class have been started. The teacher makes modification in the classroom to meet the needs of the students. In the inclusive school, each class consists of regular students and students who have special needs. The teacher makes modification of sitting arrangement in the classroom. There are two groups in the class, first group consist of regular students and second group consist of students who have special needs. In group of special needs there is a co-teacher as a helper in the class. Then the teacher asked the students to prayed before start the lesson based on their religion. Before going to the lesson, the teacher applied upcoming materials, the teacher reminded the students about the previous material before going to the next material.

#### While Activity

The way the teacher grab the student’s attention was spoke aloud, asked about what part of body and the students answered it with Indonesian language. Then the teacher wrote all the part of body that mentioned by the students in the white board, the teacher explained about the meaning of part of body with English language. Then the teacher said the word aloud so that all the students can repeated after the teacher said. The teacher always repeated the explanation or direction in a different way to make sure that the students understood what the teacher said. This way is not only for dyslexia students, but also all the students in the classroom because repeated the explanation is important, because not all the students understood the material faster and repeated the explanation can make students understood the material easily, as we know that the ability of each students are different, and repeated the explanation very helpful. The teacher repeated it in may times, then the teacher came to all the student one by one to asked what is the meaning of “things around the class” and speak aloud. Here the teacher spoke aloud and repeated by the students.

In the class there is an autism student who can managed by the teacher, so here co teacher help the teacher to make sure that the students understood about the material.

The teacher asked to the students to wrote down the material in their own book. Here, the teacher used multisensory approach when teaching and learning process. In the class the teacher involving the used of visual, kinesthetic, and auditory. When the teacher explained about the material ( part of body) the teacher applied visual, kinesthetic, and auditory in the classroom, so the students are easy to understood the material and also the teacher gave song about part of body to the students, so that the students can remember the meaning part of body easily. Here the teacher gave different evaluation for dyslexia students.\_The evaluation here means the teacher gave the dyslexia students task, the task is same with other students about part of body. But here, the teacher asked the dyslexia students to wrote down things around the class in each alphabet (one by one) like “hand” so the dyslexia students should write down “h-a-n-d = hand = tangan”. The teacher gave different evaluation for dyslexia students here because the needs of each student are different. The teacher cannot made the evaluation same, because of portion in grab the materials are different. Like dyslexia have difficulties in reading, then autism has difficulties in speaking so the evaluation was different because evaluations for students depend on the students need. After all the students finished do their work, the teacher asked the students to wrote down their answer in the white board and spoke aloud again together, then the teacher also asked the dyslexia students to wrote down their works in the white board and speak aloud about the answer. Then again, the teacher repeated the material with all the students (speak aloud).

#### Post Activity

In the end of the time, the teacher made question and answer with the students to make sure that the students are understood about the material. And the teacher also asked to the dyslexia students, and the students could answer it well.

## B. Research Discussion

In this part, the researcher discussed about the findings by reflecting based on several theories. Moreover it is discussed about teacher strategies in teaching English for dyslexia student in SMP Inklusif Galuh Handayani Surabaya and this strategies dealing with the challenge that the teacher faced when teaching and learning process inside and outside the class. According to the definition of teacher strategies that the researcher mentioned in the definition of key term, teaching strategy means an every selected activity, that can give a facility or assistance to the students to reach certain teaching purpose<sup>36</sup>. Here, the researcher identify there are around twenty points of strategies based on Thomas Oakland, Jeffrey L.Black, George Stanford, Nancy L.Nussbaum, and Raymond R.Balise in the book of *An Evaluation of The Dyslexia Training Program : A Multisensory Method for Promoting Reading in Students with Reading Disabilities*. And the theory about Classroom Strategies Accommodation Involving Reading Material from the International Dyslexia Association (IDA) ; *Dyslexia in the Classroom, What Every Teacher Needs to Know*.

The first is the teacher modified the classroom to find out the needs of the students. In the inclusive school, each class consists of regular students and students who have special needs. The teacher modified the classroom. There are two groups in the class, first group consist of regular students and second group consist of students who have special needs, so when the teacher teach the student, the teacher can concern to the each group and the students can enjoyed during teaching and learning process in the classroom.<sup>37</sup> This finding connected with the theory about Classroom Strategies Accommodation Involving Reading Material which is supported by International Dyslexia Association, but the findings the modification is about sitting arrangement. Siting arrangement can

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<sup>36</sup> Gili Nur, *Teachers Strategies in Teaching English Vocabulary to Young Learner*, IAIN Surakarta, (2015)

<sup>37</sup> Thomas Oakland, et.al., *An Evaluation of the Dyslexia Training Program : A Multisensory Method for Promoting Reading in Students with Reading Disabilities*, March/April (1998)

The second is the teacher gave different evaluation for dyslexia students. For the evaluation different, because the needs of each student are different. The teacher cannot make the evaluation same, because of portion in grabbed the materials are different. Like dyslexia has difficulties in reading, then autism has difficulties in speaking so the evaluation will be different because evaluations for students depend on the students need.<sup>38</sup> The evaluation here means the teacher gave the dyslexia students task, the task is same with other students about things around the class. But here, the teacher asked the dyslexia students to wrote down things around the class in each alphabet (one by one) like “table” so the dyslexia students should wrote down “t-a-b-l-e = table = meja”. This finding supported by suggestion from the International Dyslexia Association, because the evaluation based on the students need.

The third is the teacher made reading less automatic and slower, thus interfering with the reading comprehension. For dyslexia students the problem is in reading, they feel difficulties when reading, they fell like the alphabet will dancing in the air when they meet many words and they have to read it. So one of the teacher strategy is made the reading slower so that the student can follow the teacher slowly and although the teacher did it slowly, the student can caught the material than the teacher make it faster and the students get nothing, because again, all the materials is depend on the student’s need.<sup>39</sup> This finding appropriate with the suggestion from International Dyslexia Association and also the theory about Evaluation of the Dyslexia Training Program.

The fourth is the teacher made the teaching procedure more explicit. Explicit is indeed for all the students, not only dyslexia, but both regular students and students who have special need. Explicit is important because sometimes long-winded will make students difficult for understanding the material. Explicit and

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<sup>38</sup> *Ibid*

<sup>39</sup> Thomas Oakland, et.al., An Evaluation of the Dyslexia Training Program : A Multisensory Method for Promoting Reading in Students with Reading Disabilities, March/April (1998)

to the point made easy students understood the material.<sup>40</sup> More explicit here, the teacher explained about the purpose of the lesson, the teacher gave information step by step about the material, the teacher gave some example, the teacher checked the students understanding about the material, then the teacher gave the chance to the students to do the assignment. This finding appropriate with the suggestion from International Dyslexia Association and also the theory about Evaluation of the Dyslexia Training Program

The fifth is the teacher always repeated the explanation or direction in a different way to make sure that the students understood what the teacher said. This way is not only for dyslexia students, but also all the students in the classroom because repeats the explanation is important, because not all the students understood the material faster and repeated the explanation can make students understand the material easily, as we know that the ability of each students are different, and repeated the explanation was very helpful.<sup>41</sup> For example about positive negative and interrogative sentence, the teacher repeated the explanation and give some example till the students understand about the material. this finding appropriate with the suggestion from International Dyslexia Association and also the theory about Evaluation of the Dyslexia Training Program.

The sixth is the teacher used clarified or simplified written direction with the sample directly when explained the material in the classroom. Dyslexia students have problem in reading, and it gives impact to their ability in writing and sometimes makes slow in learning. Here the teacher uses simplified written, so that the students can followed the teacher slowly. One thing that the teacher Principe is “slowly it’s ok, the important thing is the students can understood about the material” and as we know students who have special needs should have a different treatment

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<sup>40</sup> Thomas Oakland, et.al., An Evaluation of the Dyslexia Training Program : A Multisensory Method for Promoting Reading in Students with Reading Disabilities, March/April (1998)

<sup>41</sup> *Ibid*

from the regular one.<sup>42</sup> This finding appropriate with the suggestion from International Dyslexia Association and also the theory about Evaluation of the Dyslexia Training Program.

The seventh is the teacher always keeps the balanced in the lesson. Balanced between oral and visual information and participatory activities”. The teacher always keeps in balance because the students feel bored if only listened to the teacher or maybe only focused on the text book. For dyslexia students can not focused on the text book, the students feel confused because they know many words in that book, so keep balance between oral, text, and visual are very important to managed the class.<sup>43</sup>

The eighth point is “The teacher applied simplification of material when teaching and learning process”. The purpose of simplified material is actually for make students understood easier about the material, minimalize bored in the class room, as we know students if they got difficult material they feel lazy to did that, so simplified material is very important. That one way to make student understood about the material easily.<sup>44</sup> This finding appropriate with the suggestion from International Dyslexia Association and also the theory about Evaluation of the Dyslexia Training Program.

The ninth point is the teacher gave additional support to the dyslexia students. The teacher gave additional support, because only focus on the text book, listened to the teacher when explained something is not enough. Teacher should gave additional support like motivation, so that they do not feel inferior or insecure in the class because they are included in students who have special

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<sup>42</sup> *Ibid*

<sup>43</sup> Thomas Oakland, et.al., An Evaluation of the Dyslexia Training Program : A Multisensory Method for Promoting Reading in Students with Reading Disabilities, March/April (1998)

<sup>44</sup> International Dyslexia Association (IDA), Dyslexia in the Classroom, What Every Teacher Needs to Know (2017)



needs, and it can increase the mental of the students.<sup>45</sup> Support not only from the teacher, but also from the parents. The parents should make the children realized about the condition. Because support very important for dyslexia students, so that the students do not feel insecure if the dyslexia students learn with regular students in the classroom. This finding appropriate with the suggestion from International Dyslexia Association and also the theory about Evaluation of the Dyslexia Training Program, and supported by some suggestion in Medically.

The tenth point is “The teacher used multisensory approach when teaching and learning process. In the class the teacher involved the use of visual, kinesthetic, and auditory. When the teacher explained about the material example; part of body, the teacher applied visual, kinesthetic, and auditory in the classroom, so the students are easy to understand the material. this finding appropriate with the suggestion from International Dyslexia Association and also the theory about Evaluation of the Dyslexia Training Program and agree with the previous study about teaching for Dyslexia Students. The the teacher usually underlined or highlighted the significant parts of direction. The teacher always did this method because this is one of the important thing to make the students understood and easy to remember about the material.

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The last is Reading Aloud. Read aloud here means that the teacher gave example reading to the student aloud, then the students could followed as the teacher said. In the class, the teacher have short reading, then the teacher read aloud word by word, then followed by the teacher because it can increased understanding of the students. This finding appropriate with the suggestion from International Dyslexia Association and also the theory about Evaluation of the Dyslexia Training Program, and supported by some suggestion in Medically

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<sup>45</sup> Thomas Oakland, et.al., An Evaluation of the Dyslexia Training Program : A Multisensory Method for Promoting Reading in Students with Reading Disabilities, March/April (1998)

<sup>46</sup> International Dyslexia Association (IDA), Dyslexia in the Classroom, What Every Teacher Needs to Know (2017)



Based on the interviewed with English teacher that the researcher already took in Inclusive Junior High School of Galuh Handayani Surabaya.

Inclusive junior high school of Galuh Handayani Surabaya located in Jl. Manyar Sambongan 87-88 Gubeng, Surabaya, East Java. This school consist of elementary school, junior high school, senior high school, and collage. The researcher took the data in Junior high school. In junior high school, there were three class consist of seventh grade, eighth grade, and ninth grade. Each class usually consist of around 20 students. The condition in the class like regular school, because as we know that inclusive school is school with regular students, but received students who have special need in one class, so in the class consist of regular students and students who have special needs. there are five students who have dyslexia, but dyslexia here also slow learner.

Many strategies that the teacher often used in teaching reading for dyslexia students such as modiflicated of sitting arrangement in the classroom, gave different evaluation, made the reading less automatic and slower, made the teaching procedure more explicit, always repeated the explanation or direction in different way, clarfyied and simplified written direction, gave additional support, used multisensory approach, individual approach, underlined or highlighted significant parts of direction, used audio recording, used assistive technology, and reading aloud. for teaching and learning process is not always in the classroom, sometimes in outdoor so that the students feel like enjoy, calm, back to nature and happy. Students always enthusiast for getting reading material, especially in English because the students feel like a new challenge, but sometimes the students feel lazy because of the time (too afternoon), but overall in the classroom they do not have a very difficulties in English language because they already spoke English at home every day with their parents. Actually students who have special need is little bit easy for managed in the classroom, the students are obeyed, calm, enjoyed and responsible with the duty that given by the teacher

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the result of the study that has been explained in the previous chapter. Some suggestion is also given to some elements related to this study.

#### A. Conclusion

This study was expected to know the result of the research question about teacher strategies in teaching English reading for dyslexia students. According to the explanation in the previous study, the researcher concluded that kind of teacher strategies are the teacher modified in the classroom to meet the needs of the students, gave different evaluation for dyslexia, gave the different evaluation, reading aloud, used clarifying or simplify written direction with the sample directly when explained the material in the classroom, always repeated the explanation, the teacher always kept the balance in the lesson between large group, small group, and individual activities, the teacher gave additional support to the dyslexia students like self-correcting, additional worksheet, etc. The teacher used multisensory approach when teaching and learning process, the teacher usually underlined or highlighted the significant parts of direction, the teacher used audio recording device when teaching and learning process and the teacher used assistive technology such as table, dictionary, electronic readers, spellers, text to speech program, and audio book.

## **B. Suggestion**

Based on the result of the research, the researcher gave some suggestion as the following explanation :

### **1. For English Teacher**

Being teacher is not easy, especially teacher who teach students who have special needs In this research, there are so many strategies that the teacher can read, understand , improve and do it in the classroom when faced some difficulties when teaching and learning process.

### **2. For Further Researcher**

The researcher here focuses on teacher strategies in teaching English reading for dyslexia students. If there is further researcher who will conduct with same topic of the researcher, it wills very better if they expand the classroom management in dealing with the teacher strategies in teaching English reading for dyslexia student, or they can take the other subject not only dyslexia, but also autism, dysgraphia, developmental disability etc.

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