

CHAPTER I

INTRODUCTION

A. Background of the Study

The national language used in our country is Indonesian. The position of Indonesian in our country is very important to study its content and function because it is a language that should be used every day by the people of our country.¹ Even though in our country many people still use their regional languages or are often called regional languages, Indonesian is the national language. In Indonesian there is something called literacy, where literacy is a very important thing in our country. Not only in our country, but also in countries all over the world.

Literacy is often defined as writing, reading, speaking, calculating and solving problems at a certain skill level required in everyday life. Here I will not discuss everything in literacy, but I will discuss one thing that is included in literacy, namely reading. In Indonesia, the level of students' desire to read is very less than the existing categories. The data shows that the level of student desire in Indonesia is only 46.83%, while being able to fulfill the existing categories is 47.11% and for the quite

¹ Reni Kusmiarti and Syukri Hamzah, "Literasi Dalam Pembelajaran Bahasa Indonesia Di Era Industri 4.0," *Seminar Nasional Pendidikan Bahasa dan Sastra* 1, no. 1 (2019): 211–222.

good category it is 6.06% for Indonesia.²

The reading comprehension level of students in Indonesia is also very low and Indonesia has calculated or recorded the level of reading desire and comprehension which is ranked second to last in Asia. Reading is seeing and understanding written content by repeating sentences that have been read orally or in text. In reading we don't just read and then repeat the sentences that have been read, reading is also not just about reading and writing what we have read, reading is also not just about reading and memorizing the reading, but reading is a way to understand and interpret the content of the reading.

Every living creature definitely has its advantages and disadvantages, as well as humans who are also living creatures. Humans are the same as those who have weaknesses and there are also those who have strengths, both physical and non-physical. From here we know that every student has abilities and every student has different abilities and needs.

In this case, teacher must have special teaching strategies so that they can understand and be able to read English texts. This depends on how a teacher can provide good understanding. Teaching strategies that

² Lilik Tahmidaten and Wawan Krismanto, "Permasalahan Budaya Membaca Di Indonesia (Studi Pustaka Tentang Problematika & Solusinya)," *Scholaria: Jurnal Pendidikan dan Kebudayaan* 10, no. 1 (2020): 22–33.

can be quickly understood by the students they teach.

Teaching strategies are very important for teacher and students because this is one of the main gateways for students to be able to understand English texts or other texts. If the teaching strategy is fun and relevant, students will be able to understand more about what they are learning, one of which is reading English texts.³

There are several factors that students may lack in understanding the content of reading texts, especially in reading English texts, where English is a universal language that must be mastered by everyone in any country, including Indonesia. Therefore, teacher must be able to teach students with teaching strategies that are relevant to all students in their class.

However, if you look at the reality of education in the classroom and the strategies used by teachers in teaching English texts to students, it is still less relevant, this can be seen from the students' understanding of English texts and their pronunciation.

As explained above, because the learning carried out by a teacher is less relevant to what students experience and what they have experienced, therefore a teacher must be able to create or find sources of several interesting teaching strategies for the students he teacher.

³ Lidwina Soeisniwati, "Disleksia Berpengaruh Pada Kemampuan Membaca Dan Menulis," *Jurnal Stie Semarang* 4, no. 3 (2012): 2252–7826.

However, it could be because the student has a disorder, for example dyslexia or a student with other special needs. Dyslexia is the loss of the ability to read and write. There are several factors that cause students to develop dyslexia, one of which is heredity. A teacher must be able to know what is happening to his students and must be able to know how to ensure that students are able to understand reading well because it is an obligation that teacher must carry out.

However, I often come across many teacher who ignore the condition of the students they teach and forget how a teacher should be able to make their students understand the reading delivered by the teacher. The title I took this time was "**Analysis of Teacher Learning Strategies in Teaching English Texts to Dyslexic Students**". I took this title because in my opinion students who suffer from dyslexia are not unable to understand reading but only need special strategies in their learning which are of course different from other normal students and also in Indonesia students are less able to learn English for normal students and how for students with dyslexia and what strategies are usually used.

B. Identification of the Problem

The following aspects are discussed in connection to the background of the situation above:

1. Educators and students are not aware of the symptoms of dyslexia
2. Educators are less able to make learning methods for dyslexic students
3. The factor of parents being passivity of children with dyslexia so that they send them to public schools
4. Dyslexia students find it difficult to understand reading even less well in spelling words.

C. Statement of the Problem

The following aspect are discussed in connection with the issues to be discussed:

How does teacher apply their strategies in teaching English text for dyslexia students?

D. The Objective of the Study

Based on the statement of the problem, this writer has objectives namely:

To know teacher strategies in teaching English text for dyslexia students

E. Significance of the Study

In the discussion of this research, basically it is hoped that can be a useful resource for readers, especially for anyone who is interested in improving reading skills in foreign languages, and it is hoped that readers can find out how to improve their reading skills by because the focus of

this research the author discusses how to improve reading skills for dyslexic students by using techniques or strategies taught by special teachers. For research, this research is useful to increase the writers understanding in knowing strategies or ways to improve foreign language reading skills for dyslexic students, especially about how to improve reading skills by using strategies made by the teacher so that dyslexia student are able to understand the readings they read able to write what is read and able to spell what is in the reading.

F. Previous Study

We all know that the success of the learning process is determined by two things, the first is one's own personality and the second is determined by the teacher who teaches.

Especially in learning to read for dyslexic students. There are several studies that examine this matter, the research takes a research example that is almost similar to that which will be examined written by Azizurohmah with the title "Teacher's Strategy in Overcoming Dyslexic Learning Difficulties in Class III Student Learning at MI Islamiyah Jabung Malang". This research was conducted on MI students. Based on the results of the research, there are strategies used by educators in dealing with dyslexic students, namely through continuous planning, implementation and evaluation.

So the similarities of the author's research entitled "Analysis of Teachers Strategies in Teaching English to Dyslexia Students" with previous researchers, namely in implementing learning strategies to read English texts for dyslexic students are planning, implementing and evaluating continuously.

The author also draws similarities from scientific research conducted by Suci Sintia Putri with the title "Analysis of Students' Difficulties in Reading Comprehension at MTS Al Mahrus Medan". That the difficulties experienced by dyslexic students are that students find it difficult to understand the meaning of words, long sentences, main ideas, do not understand grammar and have difficulty making conclusions in a text.

From the two studies of dyslexic students, the research argue that in teaching English texts to dyslexic students, a teacher must carry out continuous planning, implementation and evaluation. So that the learning process for dyslexic students can run effectively.

This research is different from previous research, while the fundamental difference between this research and previous research is in terms of the title and content of the research.

The title of the research above is almost very similar, but there are some contents that are different from previous research. the first title

explains the success of the learning process while the second title written by Suci Sintia Putri similarly explains dyslexic students who have difficulty reading but what distinguishes it is the type of difficulty experienced by readers or students who have dyslexia.

G. The Organization of the Writing

In this study, the research organized this paper as following

Chapter I Introduction, it contains the background of the study, identification of the problem, statement of the problem, the objectives of the study and the significance of the study, previous study.

Chapter II Theoretical Framework, this chapter consist of the research for this study was carried out by theorists and specialists.

Chapter III Methology, it contains place, population, research simple, method of research, instrument data collection, hypothesis and the technique of data analysis.

Chapter IV Finding and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V Closing, this chapter consists of conclusion and suggestion.