

**THE OBSTACLE OF 6 TO 7 YEARS DISLEXYA’S STUDENT IN
COMPREHENDING READING**

Skripsi

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by:

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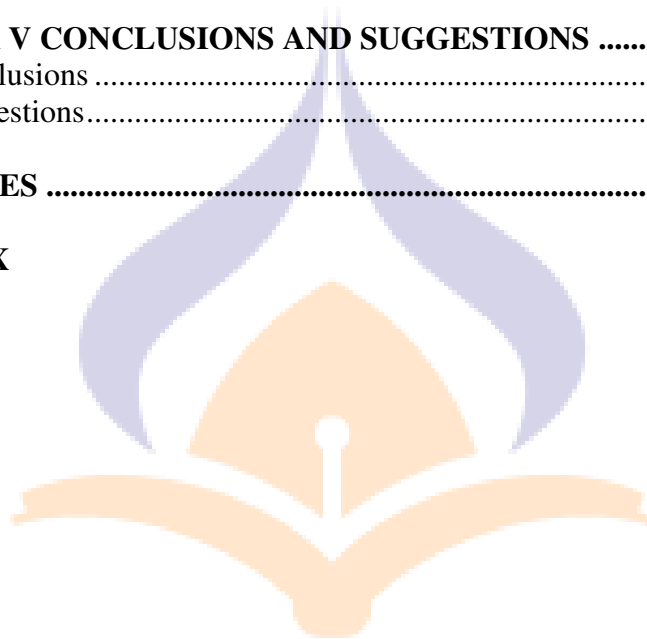


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CHAPTER I

INTRODUCTION

This chapter described background of study, research question, objective of the research, the scope of the study, significant of the study and the aim of study.

1.1 Background of the Study

Educators in an educational institution will teach knowledge and will develop various aspects of the student development according to their level. There were several aspects of the student development, namely aspects of motor development, aspects of cognitive development, aspects of socio-emotional development, aspects of language development and aspects of moral development.

One of the aspects was the language aspect which was important for the students. Language as a technique in the activity of speaking, language represented a set of traditional techniques in accordance with the meaning of a language were to be defined (Martinez, 2015:67-76). Language development was includes speaking skill, writing skill and reading skill. Reading skill here was very important, reading skill was called receptive because by reading a person can gain information and knowledge. According to Patiung (2016:363) a person who like reading has been reported to have higher of creativity than people who were not like reading. By reading, we will be able to share our experiences with other people about a wide range of things that we will later be able to make a consideration material for deciding things.

Reading as one basic language skills had an important role in widening one's knowledge to access information and make meaning. The ability to read English became essential and indispensable to high school students because the success of their learning depended on a greater part of their ability to understand reads students poorly, they will likely fail in their studies or at least they will have difficulty making progress. On the other hand, if they have a good understanding of reading, they will give a better opportunity to success in their learning.

To be able to read, a student needed to know the alphabets firstly, be able to read a word and then understand a sentence. Reading skills must be possessed by every student without exception, but not a few students reading skills too late. There were several factors that influence the success of the students in reading. In general, these factors were derived from the condition of the student, environment (school and family) factors, psychological factors (Suryani, 2020:119).

For some types of students, the appropriate teaching methods were essential, especially for the students with dyslexia. Dyslexia was a discomfort to a student in language, reading, writing, and spelling intellectually. Dyslexia can occur to any person regardless of age, gender, or race. Dyslexia was a neurobiological underlying in identifying the word correctly.

The word “ dyslexia “ was a combine of two word in Greek, ‘ dys’ meaning difficulty and ‘ lexis ‘ means word or in other sense it is difficult to use words (Rabi & Ulfa, 2018:73). Dyslexia (as with dyscalculia and dysgraphia) occurs in individuals with normal intelligent potential, many of them with levels

of intelligence far above average. That was why dyslexia has been called a specific learning difficulty, as it affects only one or more specific academic areas, such as reading, writing and arithmetic.

The reading process in students with dyslexia was different from the normal students because it was influenced by orthography. Such as English, which has a non-transparent orthography in pronunciation. The students with dyslexia read more slowly and less accurately. The students with dyslexia focused on reading the writing that they see even though the pronunciation is not correct, this was interpreted as using a complex reading process or a process that relies on the spelling process (Anjarningsih, 2019:31-33).

The dyslexic students experience trauma in their life, they were very self-conscious because of learning difficulties, especially reading. The dyslexic students were not able to follow conventional teaching methods and simple instructions like teachers in schools in general. A teacher must ensure that the atmosphere in the classroom is pleasant and allows all students to have learning opportunities without fear of humiliation. Before entering school, dyslexia can be identified when the students begin the process of learning with parents. According to DSM V (Diagnostic and Statistic Manual of Mental Disorder V) the diagnostic has been performed at school age around 7 years old but the symptoms that lead to dyslexia are known well before it. At the preschool age of the dyslexic students will encounter a barrier to speaking and language, they find it difficult to identify and distinguish words that have the same sound (Kusumawardhani, 2016:1)

Yuzi (2015:7) explained that dyslexia was initially included in the illiteracy that was first discovered in the late 19th century. For a person who does not have a dyslexia, considering that each alphabet was actually composed of simple elements, but person who have this disorder has not been able to distinguish a few alphabet latters, such as the difference between the phoneme [b] and the [d] in just half of the alphabet, on the [b] half on the place in the right, whereas [d] on the left. As in the 'apple' word will be read [able], 'buku' will be read [puku], and etc.

Research that discuss about the learning difficulties encountered dyslexic sufferers are carried out by Larasati (2010:6) in her thesis entitled " The Using of Alphapoly Method to Help Improving Reading Ability to Students Who Are Experiencing Tendency to Read (Dyslexia) (A Case Study) " said that the students have difficulty learning to read at the first experience that following mistakes; (1) Omission of words or letters, (2) Word insertion, (3) Word substitution, (4) Mispronunciation of words, (5) Words repetition, (6) The reversal of words or letters, (7) Pay little attention to punctuation, (8) Hesitant and chocked up.

Based on pre observation conducted by researcher, information was obtained that teaching reading to the dyslexic students requires an appropriate method. Many teachers think that memorizing the dyslexic students can help the dyslexic students recognize letters and read even though those are not true. Memorization was not an appropriate method for the students with dyslexia. This was reinforced by Julia (2020:5) who said that the dyslexic students were students with learning difficulties who have short -term memory problems, so forcing the

dyslexic students to memorize will only make them more depressed because they are unable to remember in the long run.

In addition, one of the problems faced by teachers in teaching the dyslexic students was the student's willingness to learn. sometimes during the learning process the student's willingness to learn decreases and chooses to play or do other activities. Then, in this situation the teacher must carry out a learning strategy to be able to continue teaching the student even though in other activities.

On other hand, parents must also play an active role in guiding or teaching the students to read because students's reading abilities are also influenced by their activities at home. The students spend more time at home with their parents than at school with teachers. for that parents must also have time to be able to guide students to read consistently. In addition to knowing the problems or constraints that occur at the Bintang Kecil Foundation, with this research, researcher also want to provide knowledge or information related to problems in reading development in dyslexic students as well as ways / solutions in handling them.

Due to the arising of this problem, researcher was intrigued to studying 'The Obstacle of Dyslexia Reading Skill Development' at Cahaya Bintang Kecil Foundation

1.2 Research Questions

Based on the background of study, the problems of the study are as follows:

1. What are the obstacles of knowing the alphabets on dyslexia students at Cahaya Bintang Kecil Foundation?
2. What are the obstacles of reading the words on dyslexia students at Cahaya Bintang Kecil Foundation?

1.3 Objective of the Research

Based on the research question above the researcher identifies the objective of the research as follows:

1. To describe the obstacle of knowing the alphabets on dyslec students at Cahaya Bintang Kecil Foundation
2. To describe the obstacle of reading the sentence on dyslec students at Cahaya Bintang Kecil Foundation.

1.4 The Scope of The Study

To be focused on doing research, it was important for a researcher to limit the scope of this study. So, the subject of the research was dyslec students at Cahaya Bintang Kecil Foundation. Researcher only focused on the obstacle of dyslexiaia reading skill development.

1.5 Significant of The Study

This research was hoped may benefit to reader or to the relevant parties. Judging by its theoretical benefits, this research was expected to add the knowledge and be an interest in studies in linguistic especially in psychoanalytic studies of the difficulty of reading words in the students with dyslexia.

Based on its practical benefits, this research was hoped will be available help to detectt and manage to students with dyslexia. Dyslexia sufferers are

different with normal person, so either parents or teachers who encounter dyslexia learn more about how to cope with dyslexia.

1.6 Definition of Key Term

To avoid misinterpretation and misunderstanding of this study, the researcher provides some terms. There are as in the following :

1. Reading

Reading is an activity carried out by readers to get a message or information from a text, writing, words or symbols. Likewise Rohib (2014:1) explained that ability to read is defined as an ability to translate visual symbols into voice and convert them into a meaningful, cognitive process based on previous experience. As is well known the main problem in dyslexic students is reading and repeating what has been read in words. For this reason, the researcher will conduct research on what kind of text is easy for them to read and understand. How dyslexic students can read and understand a text or symbol given by the teacher.

2. Dyslexia

Martini (2014:139) defined dyslexia as a condition related to very unsatisfactory reading skills. Dyslexic individuals have normal, even above normal IQs but have the ability to read one or half a level below their IQ. Dyslexia is caused more by a disturbance in memory associations. Therefore, students with dyslexia cannot understand letters, words, or texts that they see correctly and have difficulty writing and pronouncing them.

In addition, dyslexia is a problem with learning difficulties that occur in students. The students with dyslexia look physically the same as the students in general but not with academic development. In this study, the researcher wants to do research the problem faced by the students with learning difficulty especially in reading and writing, because the students with dyslexia have problem in academic development (reading and writing).

