

ARTICLE

TEACHER'S DESIGN OF READING ACTIVITIES TO DYSLEXIC STUDENTS: A CASE STUDY IN SPECIAL NEEDS SCHOOL SRI SOEDEWI MASJCHUN SOFWAN JAMBI

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2018

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2018

ABSTRAK

This research is aimed to investigate how the English teacher in Sri Soedewi special needs school designs classroom reading activities for dyslexic students. The subject of the research is the English teacher in Special Needs School Sri Soedewi Jambi who teaches English as a foreign language in class 9.1 level C. the teacher had been teaching for more than 9 years in Sri Soedewi special needs school and had more than 20 years experiences of teaching. In total this research used qualitative approach. To gather the information, the researcher used interview questioner. For data analysis, this research used interview transcription.

The result of this research reveals the sequence of preparatory activities done by teacher in designing reading activities; firstly, before the teacher taught the dyslexic students in classroom, he usually looked for the theme of the material that he going to teach. For example the theme about "Birthday Party", he printed out some pictures that related to the theme such as balloon, cake, birthday hat, and etc. Then he explained it to the students one by one and related it to real life. Second, he also put some songs when he taught in the class to make the students feel more comfortable and enjoy the class.

In general, pictures and songs are the best way to teach the students with dyslexia. By using pictures and songs make the students have time to thinking and processing the information.

Keyword: Material design, Reading Activities, Dyslexia

INTRODUCTION

Dyslexia has become an issue for a couple years. Dyslexia is one of learning disabilities that have become an issue for a couple years (Thopson, Jenni. 2012). Children with this syndrome have problem with reading, writing, spelling, and speaking. Dewi, K. (2012) has done the research about Dyslexia and EFL teaching and learning in Bali and said that Dyslexic students have been labeled as slow learners even bullied as stupid while it may be caused by “*maladaptive learning styles*” (Graham & Harris et al, 2000. As cited in Dewi, K. 2012).

English has become the subject that Indonesian students take to learn as their second language. Apparently English has become a tool to communicate with people around the world including Indonesia. Generally, students learn English as a subject at general school or private school. They are students that learn English without having difficulty in understanding the teacher or the material that the teacher gives to them. However, there also students that have difficulty in understanding subject, not only English as their second language but also the other subject, and it is called Learning Disability. These students was taught in special needs school.

In Indonesia there was not much a research about Dyslexia. There was one did a research about Dyslexia and EFL teaching and learning that written by Dewi, K (2012) which was showed that each dyslexic student displays a different set of features, but there is one common problem all dyslexics face - it is difficulty with the written language, a failure to recognize and interpret what is perceived. Dyslexia is a problem that many students face and have great difficulty coping with in a school environment. She also added that the dyslexic students perform better in Speaking and Listening rather than in Writing and Reading. Dewi, K (2012) stated that with the help and support of the teacher, dyslexic students can become successful learners. The role of teachers is to make educational adjustments to facilitate learning and create successful class environment.

Special Needs School Sri Soedewi Jambi provide English as a foreign language as one of the subjects that was taught in school. Despite of the deficit that the students have, they still learn English as a foreign language because English was important in the environment. Then what about students with Tunagrahita ringan that was also had dyslexic? The students with this syndrome have a problem in understanding the subject, especially when it comes to reading. As stated by Dewi, K (2012) with the help of the teacher and the support from the teacher, dyslexic students can become successful learner. In order to teach students with dyslexia, the teacher should know what the good strategies and method that he/she uses to makes the students be able to understand the material that the teacher teach especially in reading.

1.2 Research Questions

How does English teacher in Special Needs School Sri Soedewi Jambi design EFL reading activities for dyslexic students?

1.3 Purpose of the research

To describes about English teacher in Special Needs School Sri Soedewi Jambi design EFL reading activities for dyslexic students in classroom.

1.4 Limitations of the research

This research was conducted at Special Needs School Sri Soedewi in Jambi City. This research focused on how English teacher design the reading activities in class of Level C grade 9.1 which is class for Tunagrahita Ringan that have dyslexia. To avoid the misunderstanding that may happen, the researcher will only focused on how the English teacher design the material to reading activities in classroom.

1.5 Significance of the research

This study generally purpose to raise the awareness and understanding about the students with learning disabilities especially dyslexia. This research hope can help the future teacher especially to the teacher that teaches language to increase their knowledge on how to design the good material especially reading for dyslexic students. Last but not least, as a reference to another researcher that wants to do the similar cases but in different region.

REVIEW OF RELATED LITERATURE

2.1 Definition of Dyslexia

Dyslexia is one of learning disabilities which have trouble with reading, spelling, and writing. The term of “dyslexia” was first used by Berlin in 1887 as an alternative to call “word blindness” as “dyslexia”. Dyslexia itself came from Greek word “dys” means difficulties, and “lexia” means word. This gives definition that dyslexia has trouble in understanding word and letters. (dyslexia awareness – history of dyslexia)

British Dyslexia Association defined that dyslexia as “specific learning disorder that affects the development character and language ability” (BDA, 2008). Dyslexia is believed to be caused by both genetic and environment factors and also some of it often occurs in people with attention deficit hyperactivity disorder (ADHD) and is associated with similar difficulties with numbers.

Cimermanová, I (2015) explained that it is important to realize that dyslexia is a specific learning disability that has neurological origin and cannot be cured. It effect to give the dyslexic person a particular way of thinking and learning. This usually means that the dyslexic person has a pattern of cognitive abilities which shows areas of strengths and weaknesses (Hammond, J and Hercules, F. 2015).

Dyslexia can be caused by both genetic and environment factor, or from individual that have attention deficit hyperactive disorder (ADHD). Regretless, it is still uncertain what causes dyslexia and where it came from

2.2 Dyslexia in Special Education context

Dyslexia is a disorder that have problem with reading. Dyslexic students have trouble in understanding the word. According to Park (2016) people with dyslexia have difficulty reading letters and words; it's a learning disability that has nothing to do with their intelligence. He also added that the challenge that dyslexic students face could be traced to language difficulties, including problems processing printed words. Students with dyslexia neither spontaneously remit nor do they demonstrate a lag mechanism for “catching up” in the development of reading skills (Shaywitz et al, 2005).

Dyslexic students see words differently than non-dyslexic students. There are several problems that dyslexic students face while reading according to Davis Dyslexia Association: students with dyslexia see word backward or upside down, for example the word *bird* looking like *drib*, and word *now* as *won*. They might get confused when they see the letter with similar shape such as *o* and *e* and *c*. They also might not be able to tell the difference between letters that have similar shape but different orientation, such as *b* and *p* and *d* and *q*, and also *m* and *w*.

In Jambi city, the head of Special Needs School Sri Soedewi explained the purpose of them teaching students with learning disabilities English as a foreign language not only because of the curriculum but is also important in their daily life. Even though they are not fully understand and fluent in English, at least the students knew some words that can help when they saw it. For example when they want to use the restroom, at least they know the differences between women and men's restroom. Nowadays every sign and advertisement in Indonesia was writing in English. When they go out site, the school expected that the students knew what is close, open, cashier, no smoking area and others little things that written in English.

2.3 Dyslexia and English as Foreign Language Teaching

Cimermanová, I (2015) said that learning foreign language can be extremely difficult for dyslexic students. Because of the short-term memory and the problems with automaticity in language have a strong influence on their language learning. She explained that if the dyslexic students were found in general school, she suggested that teacher has to avoid humiliating this child by e.g. accidental revealing their weakness to their friends. She suggests teachers shouldn't ask dyslexic learners to read out loud in class, make them participate in spelling bee, have them come up to the board and write the answers to the homework where they'll see his spelling issues, and his handwriting issues and so on. The most important thing for a teacher is to keep his struggles private. His academic struggles are nobody else's business but this, the parents, and the teachers.

According to the researched that carried out by Ni'mah, A & Alex (2016) the English teacher in Pantara School Jakarta believed that it needed to worked differently toward the students with dyslexia than with non-dyslexia. The English teacher particularly used the methods or the way of they teach to be more accessible to the students with dyslexia. This included, for example, using a song to memorize vocabularies, using pictures to teach verb conjunction, using repetition to help the students transfer and retrieve information to and from their long-term memory and using role play to invite the students practice the conversation.

2.4 Design of Teaching Material

According to Howard, J, there are some resources and facilities that available to the teacher-designer. It is said that teachers must be realities about what they can achieve in term of material design and production within the limitation of available resource and facilities. Access to the resources such as computers (with or without internet access), a video player and TV, radio, cassette recorder, CD player, photocopier, language lab., digital camera, white board, OHP, scissors, card board, lamination, etc. All of that access, will impact on decisions in material design.

There are also strategies to teach dyslexic students according to Knudson, L. (2012) the strategies were: shorten the assignment, give the student more time, change a writing

assignment to an oral assignment, orally retell what they have written to the teacher so they can explain what they have written, take tests or do presentations away from the rest of the class, read exam instructions to student during test.

2.5 Reading Activities

Cox, Janelle (2017) has a strategy to students to read, it called repeated reading. Repeated reading is when a student reads the same text over and over again until the rate of reading has no errors. This strategy can be done individually or in a group setting. This method was originally targeted for students with learning disabilities. Marshal, Abigail (2009) explained that students with dyslexia need to train their brain by practice Spell-Reading and Sweep-Sweep-Spell for 10 minutes at a time. Spell Reading and Sweep-Sweep-Spell are exercises for the eyes and brain. They are designed to train the brain to develop the instantaneous, visual word recognition system that non-dyslexics acquire naturally.

2.6 Relevance Study

In Indonesia there is a research about Dyslexia and EFL Teaching and Learning in Bali Children Foundation that had done by Ketut M.K. Dewi (2012) which was showed that dyslexia has influenced students in learning English as foreign language in school. Because of their deficit, such as short-term memory, they tend to skipping words or lines while reading, and change of letter and number which make them learned slower than non-dyslexic students. They took more time to learn spelling and vocabularies that related to EFL that makes the dyslexic students were struggling with spelling although they performed better in speaking and listening but poor in reading and writing (Dewi, K. 2012).

There was also a study that carried out by Indonesian researcher Ni'mah, A & Alex (2016) that done research about The Teaching of English as a Foreign Language to Students with Dyslexia. On their researched explained that dyslexic students generally had better verbal skill than non-verbal skill in EFL. However, it was difficult to hear when they were speaking in foreign language such as English. They also noticed that the students needed more time to process what they were going to say in the foreign language and that their improvisational skill were often weaker than other learning disabilities students.

RESEARCH METHOD

3.1 Research Design

To conduct the research, the researcher used qualitative case study. Qualitative research is used to gain an understanding of underlying reasons, opinion, and motivation. Qualitative research methods were developed to establish the meaning of a phenomenon from the views of participant (Cresswel, J.W., 2013). In this case, the researcher used case study to conduct the research in order to get the appropriate data. Stake, R.E (2003) explained that case studies have become one of the most common ways to do qualitative inquiry, but they are neither new nor essentially qualitative. Case study is not a methodological choice but a choice of what is to be studied. By whatever methods, that the researchers choose to studied.

3.2 Subject of the Research

The subject of this study is an English Teacher in Special Needs School Sri Soedewi Jambi. The researcher chooses the subject because of the characteristic of the subject was suitable for this research. The subject was a male. He was in his late 50. He has been teaching for about more than 20 years. Before he teach in Special Needs School Sri Soedewi Jambi he

teach in general school (SMK) for about 9 years. He also was a lecturer in one of university in Jambi for about 4 years, but he quit because there are so many scadule. Then he moved to Sri Soedewi (special needs school) and have been teaching for 8 years.

3.3 Research Site

The teacher used curriculum KTSP. He used the same syllabus that the general school used. Teaching Tunagrahita students are different from other learning disabilities students. Because Tunagrahita students have IQ below average, the teacher lowered the standard and made the material simpler and easy to understand. The teacher mostly used pictures when he teach and delivered the information to the students from the pictures.

3.4 Research place and Time

This research will be conducted in Special Needs School Sri Soedewi Jambi. The researcher took 3 weeks to do the research. The researcher met the subject twice a week. Within the 3 weeks of the research, the researcher interviewed and observed the subject.

3.5 Research Instrument

On this research instrument, the researcher used interview's questioner to the teacher that teach students in class level C grade 9.1. The researcher made the questions based on the research question. The researcher made the questions in order to get the answer and information from the research questions.

3.5 Data Analysis

Qualitative data analysis is a process that seeks to reduce and make sense of vast amounts of information, often from different sources. For data analysis, the researcher used interview transcription. Creswell, J.W (2013) to study this research, stories are collected of individual oppression using a narrative approach.

3.5 Technique of Data collection

Various kinds of data can be collected during the research; the researcher interviewed the subject. The purpose of the interview is to know how he designs the EFL reading activities in classroom. To see if the design of the teaching EFL reading in classroom that the teacher makes works to the students, the researcher also observed the students and took some notes to see how the students learning English especially reading in classroom. After all done, the researcher gathered all the information from the interviewed and observation notes. The researcher than wrote the description about the result that she got from the interviewed and observation notes.

DISCUSSIONS

4.1. General Overview of the English Class

In Special Needs School Sri Soedewi Jambi class 9.1 level C (tunagrahita ringan) had 8 male students that have multiple syndromes. Some of them have pure Tunagrahita Ringan and some of them have mix syndrome with autism. The variety of the students in classroom made the class more colorful. Because not all the students have same behavior in classroom; there was one student that went to school and came to the class and he just sat still in his chair. There was also one student that came to the class and he slept during the lesson. Not

only slept in his chair, but the teacher that taught in the class said that he sometime also slept in the floor. While the rest of students sometimes pay attention toward the teacher.

The syllabus that the teacher used was the syllabus from KTSP. But he adjusts it with the new curriculum. He made the lesson plan based on the KTSP but he followed the new curriculum rules. The teacher used the old learning method such as the PPP (Presentation, Practice, and Produce). Although it might not work to students with learning disabilities like dyslexia especially to the students that had mix syndrome, but he still used that method to follow the rule. It is not only because of that, he had been teaching for more than 20 years and he knew what best for his students. The teacher taught English in class 9.1 level C once a week for 2 x 40 minute.

A little bit information about the teacher that taught English in class 9.1 level C. The teacher is a male in his late 50. At first, he was not an English teacher but he was teaching about Islam. But because of the lack of English teacher, he tried to learn English and become an English teacher. In Special Needs School Sri Soedewi Jambi he teaches the Tunanetra (blind) students and Tunarungu (deaf) students. He started to teach students with Tunagrahita ringan for about 6 months.

4.2 How Teacher Designs and Implements

4.2.1 Challenges

Dyslexia is a problem with neurological disorder which makes the person that had dyslexia have problem with reading, spelling and writing. Special Needs School in Jambi provides the students with dyslexia learning English as a foreign language in school. The students learn English as a subject in school because English is really important in social life. Despite of their deficit, it is hard for students with dyslexia to learn to read English words, even in their own language they barely understand the word that the teacher asks them to read.

"kendala yang C (tunagrahita ringan) ini yang baru saya rasakan itu, masuk ternyata nggak semua anak bisa baca. Itu kendala loh, susah. Apalagi kita bahasa inggris materinya, kendala awal. Trus interogenitas siswa itu karna berbagai ketunaan dicampur jadi satu seperti yang saya bilang tadi ada yang memang betul-betul tunagrahita ringan, ada yang autis, campur kan. Itu ya jadi kendala, gimana? ngajar yang ini, ternyata yang ini nggak bisa mampu ajar. Itu kendala di awal-awal seperti itu."

"the problem in level C (tunagrahita ringan) that I felt when I the first time I came to the class, I found that not all of the students can read. That's the problem. The first problem is the material in English. And then because of the students was mix with other syndromes like I said before, there are pure Tunagrahita ringan, there are autism, there are mix together. That becomes a problem, why? I teach this one and the other one not able to teach. That the first problems."

The English teacher said that when he started to teach students with Tunagrahita Ringan, he found out that not all the students can read and that become a problem to him. Because, if he taught student A with the method that he used to but another students cannon followed him than it become problem to him to teach.

In Special Needs School Sri Soedewi Jambi, the students with dyslexia also have another syndrome called Tunagrahita. Tunagrahita students mostly have IQ below average, but not all of the students slow. There are two students in class 9.1 level C that can read, not all students have dyslexia. The students who can read help their friends that cannot read. In order wise, because of their deficit, students with dyslexia tend to forget the word that they just read. It needs time to teach dyslexic students. They need more time to processing one word. The word that they learn should be repeated again and again, if not than they going to forget about the word that they learn.

Not all the students can read what he wrote in the front, at least those two students able to knew the word and read it. He also added that the students is not only have problem in learning English as a foreign language but also with Bahasa Indonesia which is their mother language.

"jangan saya bilang gitu kan, mereka aja bahasa Indonesia tulisannya aja kan gak tau bacanya, apalagi bahasa inggris yang tulisan dan bacaannya berbeda, tambah binggung dia. Jadi cuma dia di memori, ngingatin aja kebun binatang apa? Zoo. Suruh nulis zoo nggak tau. Tapi dia tau kebun binatang bahasa inggrisnya zoo."

"let me say, even in Bahasa Indonesia they are not able to read, even in English which is the writing and the reading is different, they got more confused. So they only in memory, the remembered what zoo is. If I ask to write the word zoo, they would not know. But they know that zoo is kebun binatang."

The others challenges that the teacher faces when he taught English in class 9.1 level C was lack of the teacher. They put the students with varieties of syndrome in the same class.

"Karna disini kendalanya kan kekurangan guru. Jadi terpaksa lah autis dimasukan ke C, itu kendala. Dari dulu itu kendala itu. Karna berbeda konsentrasi kita di C 1, eh di C nya konsentrasinya, ternyata malah variable lain didalam kelas banyak jumpunya."

"because the problem in here was the lack of teacher. So the autism's students were force to enter the class with level C, that's the problem from long time ago. Because the concentration was in C, but there are so many variables that were discovered in class."

The teacher said that it was hard to focus on one student. They have different syndrome, different character, and different way to taught. The teacher cannot focus only in one student, but he also needs to focus in other students. That was why he stated that one student should be taught by one teacher.

4.2.2 Consideration in Designing Reading Material

Special Needs School Sri Soedewi Jambi have an English teacher that teach students with Tunagrahita ringan which is also had dyslexic, because dyslexia is part of tunagrahita ringan. According to the Teacher in Sri soedewi School (SLB), he said that teaching English in SLB is quite similar as teaching English in general school. They use the same curriculum as general school. The differences was the teacher teach them very slowly and also in a simple way. If for example in general school the teacher teach the students word by word and

make it sentence, but in SLB the teacher said that he taught the students with a simple word and not making a sentence, because it was hard for the students to followed. The teacher in SLB taught about pronunciation, intonation and simple words such as “door” is “pintu” in Indonesia, “window” is “jendela”. They taught the students about something that they see in daily bases. In this globalization era everything was in English, for example an announcement board writing in English, no littering (dilarang membuang sampah sembarangan) and also the sign of men and women’s rest room. The students need to learn that kind of word so that when they see the sign, they know the meaning of it. Basically, the teaching English as foreign language in SBL is similar with school in general, it was just that the standard is simpler and easier to understand.

Table 1: the example of syllabus that used for special needs school.

	Kompetensi dasar	Materi pokok	Kegiatan pembelajaran
Special Needs School Sri Soedewi Jambi	- Membaca teks tulis fungsional pendek sangat sederhana	<ul style="list-style-type: none"> • Words and expressions used in the context of telling or describing events - The students are cleaning the floor 	<ul style="list-style-type: none"> • Observing <ul style="list-style-type: none"> - Observe the information - Matching pictures with words • Reading <ul style="list-style-type: none"> - Reading for informations - Stories which simulate readers' emotion

The English teacher in Special Needs School Sri Soedewi Jambi used simple material to teach the students with dyslexia. In Table 1, special needs school’s students were asked to read the functional text simpler. But because the students are different, the teacher used the simple word and he related it with daily life so that the students can relate and understood the meaning of the word or text that the teacher explain.

In this case, the English teacher prepared using picture as his teaching media. He said that by using picture the students have time to thinking and processing to figuring out what kind of picture that the teacher showed to them. According to the teacher, students with dyslexia need more time to process information, which is why the teacher using pictures as his media to teach the students.

“saya gambar semua kalau ngajar. kalau tentang alam, saya pakai ‘pantai’. Ya.. gambar-gambar tentang pantai semua, kegiatan-kegiatan tetang pantai. Karna anak-anak mereka lebih tertarik lewat gambar. Karna membaca saja mereka susah. Jangankan bahasa inggris, bahasa Indonesia saja mereka nggak bisa. Tapi dengan melihat gambar mereka lebih antusias, lebih senang, apalagi dibawa nyanyi-nyanyi.”

"I used pictures when I teach. If it about the nature, than I used 'beach'. Yea.. all pictures about beach, the activities in the beach. Because the kids are more interest to see pictures. Let's not talk about English, even in Bahasa Indonesia they do not understand. But when they see pictures, they got excited, happy, especially when it comes to sing."

The teacher was not only taught students C (Tunagrahita), but he also taught student B (deaf). He used the same method, by using pictures as his teaching media.

"biasanya saya ngajar yang B, bisu. makanya saya ngandalkan gambar-gambar. Tapi ternyata gambar-gambar bukan hanya B, tapi disemua kelas. Bahkan di semua normal nggak normal pun digambar itu pasti senang."

"usually I teach students level B, deaf. That's why I used pictures. But using pictures is not only worked for B, but also all the class. Even in normal or not normal, by using pictures the students happy."

He explained that using pictures was not only effective to the deaf and dyslexic students, but it also works to all of learning disabilities students. Even non-learning disabilities students have so much fun when they learn something by using pictures.

There are so many options that the teacher can use as his teaching media but he chooses to used pictures as his teaching media. He also explained that students with dyslexia are different with non-dyslexic students. Students with non-dyslexic can be taught by using video to learn something, and that was the easiest way. However, students with dyslexia cannot catch up with that, they need times to processing information. That was the reason why the teacher used pictures as his teaching media, to makes the students processed the information a little bit longer. The teacher also added that he included some songs before the lesson begin.

The English teacher in Special Needs School Sri Soedewi Jambi made a lesson plan according to the theme. For example, the teacher used birthday party as a theme, that is why he put some pictures that related to birthday party and some key words that is also related to birthday party theme. The teacher also put birthday's songs and they sing along together.

The English teacher who taught the students in class 9.1 level C (Tunagrahita Ringan) has so many experience in teaching. He made the material based on the students that he taught. Teaching English in special needs school is different with teaching English in general school. First of all, the syllabus was similar but different. The English teacher that teaches students with dyslexia, made the lesson simpler than in general school. In Special Needs School Sri Soedewi Jambi the teacher mostly used pictures than texts when he teaches.

4.2.3 The Improvement of the Teacher

Usually before the class begin, the teacher do a warming up to make the class feels comfortable, relax and happy. The teacher said that to makes the class run smoothly, he needs to create the mood and the atmosphere in the class happy than the lesson will run smoothly.

The English teacher in Special Needs School Sri Soedewi Jambi used the old PPP (Presentation, Practice, and Production) method as his teaching technique.

“tenik pendekatannya PPP, Presentation dulu kan. Kalau logikanya tu 80% guru, 20% anak. Yang kedua apa? Practice. Kalau Practice itu 80% anak 20% guru. Artinya anak sudah mulai bekerja, sudah mulai mengelaborasi, guru tetap mendampingi. Tapi kau sudah Production, lepas.”

“I used PPP as approach, first Presentation. Logically 80% teacher, 20% students. Second practice. For practice 80% students, 20% teacher. Which means, the students ready to work, to elaborate, but teacher still accompanied. But in Production, it's all on the students.”

First thing that he did when he entered the class was to make sure that the class ready to take a lesson. He asked the student to prepare the class. After that, he explained the material to the students and then he wrote in the board one word for example “birthday”. He explained what “birthday” is and asked the students to repeat after him. After the practice, the teacher then asked the students to read the word “birthday” that written in the white board. Because not all of the students can read, the teacher showed them some pictures such as cakes, balloons, and other things that related to birthday theme. He related all of the pictures that he shown to the students to daily life. Then he let the students to get to know more about the picture, so he gave them a time to processed and think what kind of pictures that the teacher shown to them. The teacher also included some birthday songs. After they saw the pictures, the teacher sang the birthday songs then the students followed him and they sang it together. The students really enjoy listening to the music. They got enthusiastic when it comes to sing. Some of them even come out in front of the class and dance while singing.

At the end of the lesson, the teacher asked the students to make a birthday party invitation. The teacher gave each students a paper that have pictures and a writing that reads about who is the invitation came from, what date that the party hold, to whom, and the address (as can see in appendix 2). Although the students did not understand how to read it, the teacher helps them to write it. Even though not all the students work on that task but they are enthusiastic to follow the lesson.

The purpose of the teacher doing that is to make the students can related to for example; the theme about birthday party and it is included balloons, cakes, and songs.

“yang jelas poin saya kalau ngajar yang paling utama itu apa? Situasinya harus happy. Itu yang paling utama. Karna, menciptakan suasana itu sulit. Tujuan awal saya mengajar itu yang pertama apa? Menciptakan suasana, itu yang penting. Kalau kita sudah bisa, kedepannya itu asyik. Suasana yang bagaimana yang kita inginkan, pasti yang fun, yang menyenangkan, mereka nggak bosan, mereka antusias”

“so what is the point of me when I'm teaching? The situation must be happy. That the first one. Because, to create the atmosphere it's difficult. The purpose of me to teach is first to create the atmosphere, that's important. If we can create the atmosphere, in the future it's going to be fun. What kind of atmosphere do we

want, it will be fun, happy, they do not feel bored, they are all enthusiast."

He explained that the point to teach is to makes the class happy. If the atmosphere in the class feel happy and fun, the students feels comfortable and they are enthusiast then the lesson will run smoothly.

The teacher explained that because the school lack of teacher, they put some of students with different syndromes in one class. There are 8 students in class 9.1 level C that has multiply syndrome. The teacher said that one student should be taught by one teacher, so the teacher can focus in one student. But because the school lack of teachers, the English teacher that taught students in level C said that he just enjoying it. There are some times when he got mad, but there is no use to get mad with those students. These students would not understand they just do what they wanted to do, so the teacher let them play by themself.

Teaching learning disabilities students was a little bit different than teaching non-disabilities students. The teacher needs to be more careful and pay much attention toward the students. Especially for teachers that taught a foreign language. In this case, an English teacher in Special Needs School Sri Soedewi Jambi not only taught students with pure dyslexia but also student that had mix syndrome. The problem with dyslexic students was in reading. But in fact, reading was very important in learning a foreign language. In class 9.1 level C, the teacher faces so many types of students. But because of that, the teacher sometimes did not follow the lesson plan. He said that writing the lesson plan was just for formality. When entered the class, the situation was not same as was he planned in lesson plan.

"tapi ketika dilapangan, ohh berbeda. Kita liat situasi, liat suasana. Bahkan tidak pakai RPP pun saya nggak masalah. Sudah puluhan tahun ngajar bahasa inggris."

"but in the field, it's different. We see the situation. Even by not using the lesson plan I have no problem. I teach English for years"

The teacher himself rarely using lesson plan. He said that when he entered the class it different from what he wrote in the lesson plan. For example, in the lesson plan he did not wrote about using any song when he was teaching but in real life situation he used song because of the students love to heard a song when learning. Sometimes he also played game with the students, but because of the students had different varieties of syndromes, there was not much things to do while playing game.

CONCLUSION AND SUGGESTION

5.1. Conclusion

Teaching English for learning disabilities students especially students with dyslexia is not something easy to do. The teacher needs more effort and the most importantly the teacher have to be more gently and patient. Learning English is not only to get a grade in school but also to know and to understand something that happens around us. Being a teacher need to be creative, because they never know what kind of children that they teach. They never know what kind of characteristics of the students that they going to teach, moreover if the teacher teaches students with learning disabilities. Even though it is hard to teach students with learning disabilities but it is does not close any change to students to learn something new. For example, students with dyslexia in Special Needs School Sri Soedewi Jambi class 9.1

level C, even though the students have problem in reading, they still learn it as a subject in school. In order to makes the students learn English, the teacher put so much effort in it. He used pictures as teaching media and he also input some songs to make the students enjoy learning English as a foreign language in classroom.

5.2 Suggestion

Based on the finding that the researcher found on this research, there are some kinds of students that the future educator needs to know and to learn. As a future educator, a person needs to know the characteristics of his students, because not all of the students are the same. It is not only in the special needs school that have students with learning disabilities, even in general school there some of students that have problem with learning but the teacher do not notice.

A teacher needs to be creative. Not only to focused on one students but also all the students whether they have disabilities or not. Moreover to the teacher that taught a foreign language. There are so many way to taught students with learning disabilities especially dyslexia. There are so many methods that the teacher can used but it also depend on the students' characteristic. That was why as a future teacher or a person that already become a teacher, the things that he/she needs to know was the characters of the students that they taught and know how to handle the class and make the students whether they have learning disabilities or not becoming a successful learner.

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