

## CHAPTER 1

### INTRODUCTION

This chapter presents a description of the study. It consists of the background, formulation of the problems, operational definitions, aims of the study, and significance of the study.

#### 1.1. Background

The process of teaching as a medium of transferring knowledge, skill, and information should be implemented for various types of students, including students with different learning styles such as dyslexic students which refers to students who have dyslexia. Dyslexia is “a combination of abilities and difficulties which affect the learning process in one or more of reading, spelling, and writing skills” (Peer, 1999, p.61). In addition, one of the studies claimed that dyslexia is a different learning ability, not a disability (Cimermanova, 2015) that causes severe difficulties in learning and applying the skills mentioned above. Due to these reasons, Durand and George (2014) stated that this type of special learning challenge might lead to some negative influences covering students’ literacy abilities and learning capacity. Undeniably, considering the impact of this condition which is probably disadvantageous, dyslexia is an affective learning condition that encourages students to engage in comprehensive and in-depth learning.

It was pointed out that learning can be indicated as a challenging task for dyslexic students. However, this does not indicate that they are not intelligent. It can also be found in children who are extremely intelligent (Gazieva, 2022). Nevertheless, they still need special treatment from their educators as consequently poor academic performance, low self-esteem, and a lack of enthusiasm can all be consequences of these learning challenges (Frederickson & Jacobs, 2001; Roitsch & Watson, 2019; Yu, 2021). It might be challenging for the teacher yet it is reasonable to consider that suitable teaching adjustments are needed as a solution to facilitate and support

dyslexic students to become a success learner (Secemski, Deutsch, & Adoram, 2000). With these in mind, in the context of teaching English to á dyslexic students, teachers ought to maintain those tough positions as well as maximize their teaching processes and their outcomes.

Teaching English might be an extra task for teachers to utilize some features or teaching approaches to help dyslexic students in learning. Teaching English to dyslexic students involves igniting their creative energy in the process of learning and applying the necessary materials. Contextually, the proper (i.e. unambiguous, creative, and understandable) approaches that impact students' learning can be selected to maintain the abilities and their difficulties (Intarapanich, 2013; Yu, 2021). Making activities as fascinating as feasible is undoubtedly required for teachers. In the light of the context of a teacher at one Islamic primary school in Tasikmalaya who teaches English as one of the subjects required, among the students, one of them is a dyslexic student. The student gave some challenges to the teacher in her teaching process such as not following the instructions, being less interactive, or even more hyperactive in certain conditions. As an English teacher, she employed various ways to engage the student in the materials being taught. With this phenomenon, the idea arises for the researcher to explore the solutions to the challenges experienced by the teacher in teaching English to dyslexic students, especially in a regular school instead of special school which is usually addressed for students with numerous different learning abilities.

In recent years, even though there have been plenty of studies investigating teaching English to dyslexic students, such as Lemperou, et al. (2011) who stated that in dealing with a dyslexic student in an EFL classroom, teachers apparently had limited awareness. Campen et al. (2020) stated that teachers lack the use of supporting media like the audio effect –which is suitable for use by university students- to help dyslexic students learn English. Another study was conducted by Srivastava and Haider (2017) and Mohamadzadeh (2019) who emphasized that instead of the school teachers

only utilizing a special place for dyslexic students (e.g. Specific Learning Disorder (SLD) clinics) for conducting a personalized assessment or linguistic test. These studies revealed and indicated that teaching English to the dyslexic student leads to some existence challenges (Yu, 2021) even though it has been discussed based on the context of assessment, test, and place. Moreover, there has not been sufficient research on how teachers overcome those tasks in teaching English to dyslexic students who learn English as a foreign language at regular primary school, not special school. Stimulated by this gap and to fill the gap, the present study will focus on describing the teacher's challenges and solutions during teaching English to a dyslexic student in a regular elementary school.

## **1.2. Formulation of the Problems**

Based on the background above, the researcher addressed the following questions as the formulation of the problems:

**1.2.1** What are the teacher's challenges during teaching English to a dyslexic student?

**1.2.2** How does the teacher overcome those challenges during teaching English to a dyslexic student?

## **1.3. Operational Definitions**

### **1.3.1 Dyslexic Student**

A student who has difficulty with word recognition or has some deficits in reading and writing activities. In this context, dyslexic student is a student with a special type of condition which hinders the learning process in the school.

### **1.3.2 Teaching English to Dyslexic Student**

The process refers to leading learners with different learning ability in introducing and recognizing a new language (i.e. English). In this context, an English teacher did not only teach the common students but also special students to improve his English skills.

### **1.3.3 Challenges in Teaching English**

Challenges experienced by the teacher during teaching English to dyslexic students. In this context, the challenges come from one teacher who teaches English to a dyslexic student in a regular elementary school.

### **1.3.4 Solutions in Teaching English**

Dealing with the way to overcome challenges faced by the teacher in teaching English to a dyslexic student. In this context, a teacher who deals with a range of teaching approaches to set the suitable method for dyslexic student covering lesson plan, curriculum, topics, activities, and task.

## **1.4. Aims of the Study**

The study aims to gain an insight and to highlight :

**1.4.1** The teacher's challenges during teaching English to a dyslexic student.

**1.4.2** The teacher solutions in overcoming the challenges during teaching English to dyslexic student.

## **1.5. Significance of the Study**

This study is expected to generate beneficial results in three ways, which are:

### **1.5.1 Theoretical use**

This research will enrich the literature of teaching English to dyslexic student context resulting from the solutions towards the challenges that teacher face at a regular elementary school.

### **1.5.2 Practical use**

This research provides references for a teacher to use a best way and method as a solution for teaching English to the students with special condition (i.e. Dyslexic student). In addition, this study will also be helpful for the parents or policymakers in designing the proper mode in teaching such students to learn new languages.

### **1.5.3 Empirical use**

This research will offer empirical insight and understanding for the researcher dealing with the challenges and solutions of teaching English to dyslexic students at a regular elementary school.