

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

Skripsi

Submitted in Partial Fulfillment of the Requirements for the Degree Of
“ Sarjana Pendidikan ” (S1)

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**ENGLISH DEPARTMENT
BINA BANGSA GETSEMPENA UNIVERSITY
BANDA ACEH
2021**

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The Obstacle of Dyslexia Reading Skill Development

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Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris
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Skripsi dengan judul "The Obstacle of 6 to 7 Years Dyslexia's Student in Comprehending Reading" telah dipertahankan dalam ujian skripsi oleh Intan Sri Rezeki, 1711060023, Program Studi Pendidikan Bahasa Inggris, Universitas Bina Bangsa Getsempena pada Kamis, 19 Agustus 2021.

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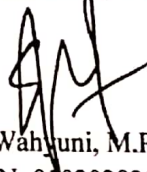
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DECLARATION

I hereby declare that this script is completely my work. All information in this script has been obtained and presented in accordance with academic rule and ethical conduct. I also declare that, as required by these rule and conduct. I have fully cited and referenced that all material and result are original to this work. I agree that the original of my thesis deposited in the library should be accessible for the purpose of the study and research, in accordance with the normal condition established by the librarian for the care, loan reproduction of the thesis.

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ACKNOWLEDGEMENT

First of all the author would like to thank ALLAH SWT, for all the smoothness, health, convenience that has been given to the author in completing this thesis entitled "The Obstacle of Dyslexia Reading Skill Development". This thesis was completed in order to fulfill one of the requirements to get a bachelor's degree "S1" majoring in English Education at Bina Bangsa University Getsempena. The author realizes that this thesis is not the ultimate goal of learning because learning is something that never ends.

The completion of this thesis cannot be separated from the encouragement and assistance of various parties. therefore, the author would like to express his gratitude and appreciation to:

1. Ms. Dr. Lili Kasmini, as rector of the Bina Bangsa Getsempena university
2. Ms. Sri Wahyuni, M.Pd, as head of the English language education study program and as a mentor who has been patient and took the time to guide me in completing this thesis.
3. Mr. Dr. Maulizan Za, M.Pd, as a mentor who has been patient and took the time to guide me in completing this thesis.
4. All lecturers majoring in English education, which I cannot name one by one, have provided suggestions and criticisms.
5. Cahaya Bintang Kecil foundation that gave the researcher permission to do research

6. My mother, Ms. Sutini (Alm), who gave me advice to continue my education until I was able to complete this thesis
7. My two sisters, Lani and Sita, who have supported me both materially and morally, who have always encouraged and advised me.
8. My father, Mr. Irwan, who has supported me both morally and morally
9. Comrades in arms, all English education students class of 2017
10. My friends Yunita Syafitri, Marliani Syafitri and Asma Indah who are in Medan who always encourage author
11. My beloved cat, Ucil, Griwi and Buba who always entertained the writer when finishing this thesis
12. And the last but not least, i wanna thank me for believing in me, i wanna thank me for doing all this hard work, i wanna thank me for having no days off, i wanna thank me for never quitting, for just being me at all times.

I hope Allah SWT will repay all the kindness and sincerity of all those who have helped complete this thesis. I hope this thesis can provide benefits and goodness for many parties.

Banda Aceh, Mei 2021

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THE OBSTACLE OF DYSLLEXIA READING SKILL DEVELOPMENT

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ABSTRACT

This study aims to describe the constraints in reading development in dyslexic children. The reading ability of dyslexic children with normal children is certainly different. The research will describe the reading constraints of reading class students at the Cahaya Bintang Kecil foundation. The method used in this research is descriptive qualitative method. Data collection was carried out by direct observation or observation during teaching and learning activities according to the schedule set by the Cahaya Bintang Kecil foundation. The results of this study indicate the obstacles that occur in the development of reading skills in dyslexic children. the obstacles faced can be caused by several factors, factors from family such as there were no repetition the material at home, there were no more effort that did by parents when the children do not want to learning at home. The second factor is from at school for example the use of methods and the provision of appropriate media for dyslexic children.

Key Words: Dyslexia, Reading Obstacle

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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 dyslex students at Cahaya Bintang Kecil Foundation
2. To describe the obstacle of reading the sentence on dyslex 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 dyslex students at Cahaya Bintang Kecil Foundation. Researcher only focused on the obstacle of dyslexia 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 detect 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).

CHAPTER II

LITERATURE REVIEW

This chapter researcher described about the theories of reading and dyslexia.

2.1 Reading

In this part described definition of reading, process of reading, the purpose of reading, the aim of reading, types of reading, the stages of reading development, and factors affecting reading.

2.1.1 Definition of Reading

Definition of reading can be classified into three groups. First, definition of reading drawn from interpretation of reading experience stems from discovery and begins with management signs of various objects. Second, reading is an effort to obtain meaning from certain string of letters. And the third, definition of reading that is a mix of experience and understanding graphic of page symbol printed. So, from the above definition, it can be seen that reading is a ones activity involves a lot of things especially skill in the reader (Arifin, 2017:75-83).

Reading as one aspect of the four language skills, plays an important role in language teaching. It is importantt because, in addition to teaching listening, speaking, and writing. Reading skill is one very powerful tool for obtaining a wide range of specific information, including science and technology. Therefore, reading is basic requirement for an advanced society. Similearly, in education, read a very influential role student performance. It can be proved that the higher

the reading understanding of the students, gains the higher the knowledge they had.

The interest in reading and reading skill students need to be grown as early as possible, so that students can understand the role and function of reading. Good communication tool and as a learning to develop knowledge and skills expand horizons. Students who have literacy level higher will be easier to acquire science and technology contained in the print media or the media write (Rohib, 2015:2).

Based on various opinions of experts, it can be concluded that reading is a process of understanding and taking the meaning of words, ideas, concepts, and information that have been put forward by the author in written, thus understanding becomes a product that can be measured in reading activities, not physical behavior at the time of reading.

2.1.2 Process of Reading

Widdowson said in reading activity is an aspect of language behavior with the apprehension of general process of interpretative which is overed communicative activity (Rohib, 2015:3). It means that in reading, meaning is created by the reader, but a packet with reading because reading is practical reasoning process that result the derived of meaning.

According to Susanto (2015:11) the process of reading is a series of activities that begin from staring at the reading to processing the information in the brain and some recite it. Reading by sound or no two is the process of reading within the heart is a series of activities beginning with the eye seeing symbols-

written symbols, the optic nerve sending the work of the eye to the brain, the brain comprehends and perceives, the brain respond critically and the brain responds creatively. Whereas the process of reading aloud is that reading is essentially a translation of a graph into a spoken word and therefore submits to the rule of spoken language.

2.1.3 The Purpose of Reading

Reading activities have a specific goal in mind for those who read. The primary objective of each reader is to understand the entire information printed in the text, so that the adaptable becomes a scientific advance for the reader's own future, thus, understanding the content of a reading is a very important. Understanding of literature can be viewed as a rolling and continuous. Reading understanding is a process of believe that efforts to understand literature have taken place before reading any book. That understanding then proceeded through different stages until the reading was read. In time, that understanding takes on a different stage after all the reading has been completed (Asdam, 2016:141).

2.1.4 The Aim of Reading

Books are source of information that can open our minds to such things as science, economics, social, culture, politics, and other aspects of life. Reading books benefits everyone – adults or the students. According to Arnold dkk (2015 : 81-88) the benefits of reading are:

1. Stimulate Mental

The brain is one of the body organs that need training to remain strong and healthy like the rest of on body. Reading books keeps the brain active and serves it.

2. Relieve Stress

Absorbing a smoothie that can take a few minutes can help to keep a hormone stressed like a hormone cartisol, because reading can put the mind at ease.

3. Increase Insight and Knowledge

Reading a book can fill our brain with new information that we have not previously known that will likely be of use to us in future.

4. Increase Vocabulary

The more we do reading a book, the more we will find explanations about things that we do not know and it will add the number of vocabularies we can use in our daily

5. Improving Memory Quality

Reading books can contribute to improving the quality of our brain in the memory process, the variety of things we have read. Such as character, background, ambition, history, and the various elements or plots of each story.

6. Exercising the Skills to Think and Analyze

The benefits of reading books can train the brain to think more critically or to analyze the problems presented in what we read.

7. Increasing Focus and Concentration

By reading books, we can train ourselves to focus and concentrate on what we read.

8. Practice to be Able to Write Well

With the increased vocabulary we have from reading books, it can automatically help us to be able to write our own literature in the best language or even better than what we have read before.

9. Expanding One's Thinking

By reading books, we may be able to share our experience with others about a wide range of things, which we will later be able to make a basis for deciding what to do.

10. Enhancing Social Relationship

Reading activity also affects aspects of human social life, where it can be more about a wide range of characteristics, culture, and social life.

2.1.5 Types of Reading

According to Patel and Jain (2008:117-123), there are some types of reading such as Intensive Reading, Extensive Reading, Aloud Reading and Silent Reading.

1. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is existing in poem, poetry, novel, or other. For example : The students focus on linguistic or semantic details of a reading and focus on structure

2. Extensive reading is types of reading involve learners reading texts for enjoyment and to develop general reading skills. For example : The students read as many different kinds of books such as journals, newspaper, and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.
3. Aloud reading is reading by using loud voice and clearly. For example: Reading poetry, dialogue, a nd other type of text.
4. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts. For example: The students reading a text by heart.

Meanwhile, according to Tarigan (2008:11-13) in terms of whether it is heard or not, reading is categorized into two types, they are:

1. Aloud Reading

Aloud Reading is a reading activity in which the reader voices the writing with the correct pronunciation and intonation, enabling the listener to grasp the information conveyed by the writer.

The skills required in aloud reading are these:

- a. Using the right words
- b. Using the right phrases
- c. Master punctuation
- d. Read clearly and fluently
- e. Expressive reading
- f. Read without constantly looking at the writing

- g. Read with confidence
- h. Understand the writing being read

2. Silent Reading

Silent reading is a reading activity without voicing the writing of reading, without lip movements, without moving the head, without whispering, but still understanding the content of the text being read.

The skills required in silent reading are these:

- a. Reading without voice, without lip movement, without any hisses
- b. Reading faster than reading aloud
- c. Reading without any finger or instrument to guide.
- d. Understanding the reading material
- e. Requires eye speed in reading
- f. Able to adjust the pace to the level of difficulty in reading

2.1.6 The Stages of Reading Development

According to Widyastuti (2018:35) the development of reading to the students have several stages, they are:

1. Magical Stage

At this stage, the students begin to learn using the book. They think a book is important, they will make a book as a fun toy for them, flipping through the book and sometimes the students bring their favorite book. In this stage, the teacher has to show the model or example of the need to read, read something to the students, and talk about book to the students, so the students know how important reading for themselves.

2. Self-Concept Stage

At this stage, the students look themselves as a reader, the students begin to engage in reading activities by pretending to read books and understand the images based on experience gained, use book's language even though it is not matches the writing. In this stage, the teacher must provide stimulation by reading something to the students, give access to the students about books that they know, and involve the students reading various books.

3. Bridging Reading Stage

At this stage, the students begin to grow awareness of writing in books and find words that have been encountered before, the students also begin to know the letters of the alphabet. The students become aware of the visible mold as well can find the words already known, not only that but also the students can express words that have meaning with themselves, and can repeat written story. At this third stage, teacher must read something to students presents a variety of vocabulary and provides opportunities for the students to write as often as possible.

4. Take off Reader Stage

At this stage, the students begin to use three sign system (grapho-phonetic, semantic, and syntactic) in the same time. The students become interested in reading, can remember writing in a certain context, and try to recognize signs in the environment as well as reading various signs. For example: billboard, milk boxes, traffic signs, and more. In this part, the teacher still

read something to students to encourage the students to read something in various situations and does not force students to read letters perfectly.

5. Independent Reader Stage

At this stage, the students can read writing fluently without assistance from the closest person. Even the students are also able to understand and think critically about the results of their reading experience. In this stage, the teacher is still reading various types of books the students, this activity will encourage the students to improve their reading and the teacher help in selecting match reading materials and in teaching structured stories.

2.1.7 Factors Affecting Reading

According to Suryani (2020:119), there are several factors that affect the students's reading skills, namely:

1. Physiological Factors

Physiological factors include physical health, neurological development and genitalia. Disorders of speech, hearing and vision aids can slow down the students's' progress in learning to read. Fatigue is also an unfavorable condition for the students to learn to read.

2. Psychological Factors

Another factors that affect the students's reading progress is psychological factors. These psychological factors include motivation, interest, social maturity, emotions, and self-adjustment.

3. Environmental Factors

Environmental factors include the background of the student's experience at home, and also the socio-economic factors of the student's family.

4. Intellectual Factors

Not all of students who have high intelligence abilities become good reader.

In general, the students's intelligence cannot be used as the only measure of reading success. There are still other factors such as teacher teaching methods, teacher procedures and abilities.

2.2 Dyslexia

In this part describe about definition of dyslexia, problem with sufferers, types of dyslexia, dyslexia symptoms, characteristic of dyslexia, causes of dyslexia, and learning method for dyslexia.

2.2.1 Definition of Dyslexia

The etymology of the word dyslexia comes from Greek “dys”- disorder and “lexia”- language. More specifically, dyslexia means difficulty in speech and learning to read (Fragel, 2015:1178-192). Generally, those with dyslexia have difficulty spelling words, reading, even speaking and listening to the voice of others and translating them into words, analyzing the overall meaning of words, and mixing sounds in words. Dyslexia is a closely related condition of the nervous system. Humans have two asymmetrical hemispheres of the brain (the left hemisphere is larger) while those with dyslexia are symmetrical. In other words, a dyslexic sufferer's right hemisphere is larger than the right brain in general, while

the left hemisphere is smaller than the average human's left brain (Hermijanto & Valentina, 2016:37).

From the above understanding, it can be said that dyslexia is a condition that causes a person to have difficulty reading, namely difficulty recognizing letters, phrases and words correctly due to a disturbance in the neurological system.

2.2.2 Problem with Dyslexic Sufferers

According to Rabi & Ulfa (2018: 74-76), the problem with dyslexic can be grouped in five categories. They are:

1. Phonology

The problem involved mixing the same letter or words spoken and having the same visible letter. They struggle to discern letters or misconstructs which sounds the same. It is not a matter of hearing but rather a process of word input in the brain.

Example:

B	d
P	q
Saw	was
Their	there
I look	I took

(Rabi & Ulfa, 2018:74-76)

2. Problem Remembering Words

The difficulty of remembering the word on the dyslexic students was not because they have low intelligence levels, but because they are hard to remember due to a process in the brain that cannot sustain a long period of time.

3. Problem with a systematic arrangement

Dyslexia students have difficulty in sequencing, such as the month of the year, days of the week, alphabets, instruction list, and schedules. This difficulty has caused the dyslexia students to often lose sight of their planned layout of activities.

4. Short Term Memory

Dyslexia students have problem maintaining, processing, and recalling information that exists without any significant reinforcement. They had difficulty understanding the long instructions in short period of time.

For example: Mother asked to put the bag in the room, change the clothes, the have lunch with sister and get ready for the course. So, it is likely that a dyslexia student will be unable to do the instructions perfectly because of not being able to remember all what mother has said.

5. Problem of Understanding Syntax

Dyslexics often experience a lack of understanding of grammar, especially when they speak two or more language simultaneously that have different grammar.

2.2.3 Types of Dyslexia

According to Hermijanto & Valentina (2016:44) there were three types of dyslexia, they are:

1. Dysphonetic Dyslexia

Dysphonetic dyslexia was also auditory or phonology dyslexia. The main problem lies in the unification of letters and sounds. Auditory dyslexia has difficulty recognizing the phonetic sound of letters or words.

2. Dyseidetic Dyslexia

It was visual impairment that it was difficult to understand the writing and recognize how to read it. For example, the word “ satu “ is written “ one “ in English but is read “ wan “.

3. Developmental Dyslexia

This dyslexia was characterized impaired motor ability so that it is difficult for them to recognize how a letter is written and causes letters that are written to be odd or inverted.

2.2.4 Dyslexia Symptoms

Dyslexia students have different symptoms from each other. The only trait that they have in common is the ability to read which is very low in terms of age and intelligence. According to Lidwina (2012:3) symptoms of dyslexia there were:

1. Hesitant and slow in speaking
2. Difficulty in choosing the right words to convey what they were saying and they have problems in determining the direction (up – down) and time (before – after, now – yesterday).
3. Spelling mistakes that were made continuously, such as the word “gajah” is pronounced “gagah” the word “ibu” is pronounced “ubi” and the word “pipa” becomes “papi”.
4. Reading the word to word slowly and the intonation fluctuates.
5. Inverts the similar letters, words, and number.
6. Difficulty writing.

2.2.5 Characteristic of Dyslexia

According to Mulyadi (2010:153) the students who experience dyslexia have the following characteristics:

1. Reading the text in reverse (for example: “duku” is read “kudu”)
2. Writing backward (for example “d” written “p”)
3. Difficult to repeat the information received orally
4. The writing is sloppy and hard to read
5. Poor drawing skill
6. Difficult to carry out orders given orally
7. Difficult to determine direction
8. Having difficulty understanding and remembering a text that was just read
9. Having difficulty knowing the shape of letters and uttering the sound of letters.

10. Having difficulty combining the sound of letters into meaningful words.

2.2.6 Causes of Dyslexia

There were many factors that cause a student to suffer from dyslexia such as biological or heredity, each parent will pass on the biological structure that is relatively the same to their students. In the same way, Dunlap (2009:127) explained if the parent have the same disorder, it is possible for the students to have the same potential as their parents.

Furthermore Hermijanto & Valentina (2016:70) said that biological factor were the presence of irregularities or problems in the nervous system in the brain which causes brain development of the dyslexic students to be slower than normal students.

On the other hand, Lidwina (2012:5) said, the main cause of dyslexia consists of three factors that influence each other. These factors were educational, psychological, and accident factor.

In educational factors, dyslexia was caused by the methods used in teaching in reading. Especially “whole-word” method which teaches a words as a meaningful union (introduction of meaning) rather than teaching the sound of a word or writing. For example, when the students is in the phase of not being able to distinguish letters that are similar such as “b” and “d”, so the teaching that needs to be done is to study the letters one by one, focus on one letter (for example: b), and then ask the students to write the letter “b” and say how to deliver the correct pronunciation repeatedly. This ways takes a little longer, but it can make it easier to recognize letters for dyslexic students.

Psychological or emotional problems were the cause of students suffering from dyslexia. Psychological disorder occur due to several factors such as lack of discipline, lack of parental role, frequent school changes, lack of cooperation with teachers. Students who are less cheerful because of problems with family or friends will have learning problems.

The last was accident factor. Accident that had been experienced can causes dyslexia where the accident resulted in nerve damage in the brain. Because of this damage the brain no longer function normally; it cannot recognize what the sense of sight perceives because of damage to the right brain and left brain.

Furthermore, Loeziana(2017:7) explained the causes of the students experiencig delays or difficulty reading developments were:

- 1) Premature students with low birth weight may experience learning difficulties or attention deficit disorders.
- 2) Students with physical disorders such as vision problems, hearing problems or students with celebral palsy will have difficulty learning to read.
- 3) Students did not understand commands because of the environment that uses several languages
- 4) Students who frequently change schools.
- 5) Students who are often absent due to illness or family problems.
- 6) A smart and gifted student who is not interested in language learning so lacks concentration and makes lots of mistakes.

2.2.7 Learning Method for Dyslexia

There were three methods that used to teach students with difficulties learning (Abdurrahman, 2012:174-176), they are:

1. Fernald Method

The Fernald Method was proposed by Grace Maxwell Fernald in 1911. Teaching methods for students with reading difficulties. Method used in learning with multisensory reading teaching materials, where students engage all sense in reading, this method known as VAKT (Visual, Auditory, Kinesthetic, and Tactile). The material in this method uses words that are chosen or spoken by the students and are taught by the teacher as a whole.

This method has four stages. In the first stage, the teacher writes the word to be studied on a piece of paper with colored crayons. Then, student trace the writing with their fingers (*tactile & kinesthetic*), furthermore, while tracing the paper the students look at the writing (*visual*) and say it loudly (*auditory*). This process is repeated until students are able to write it back without looking the example.

2. Gillingham Method

In 1935 Anna Gillingham collaborated with Bessie Stillman to suggest a method used to help teach reading to students with learning difficulties, this method is called the Gillingham method. This method focuses on the technique of imitating individual letterform. This method relates to the sound of a letters, same with Fernald's method in this method each letters is studied multisensory. It was just that in this method each words is broken

down into the smallest part to be studied and then combined into a complete word.

3. Glass analysis method

In this method the teacher taught the students to recognize the letter groups by looking at the word as a whole. This method focused on the auditory and visual words being studied. In this method, the teacher used card media that has written the words to be studied.

The glass analysis method measured used refers to the opinion of Mather & Goldstein (2012:207)

a) Identifying entire words, letters, and the group of letters.

At the first stage, the teacher show a word card, then read the card relatively, and then the student is asked to imitate the word.

b) Pronouncing the sound of letter group, letter, and asking the student what letters sound.

At this stage, the teacher analyzes entire words by showing one letter while exemplifying the sound of letter and the student imitate it. Next, the student is asked to read the randomly assigned letter sounds by asking the student “how the letter sound”

c) Presenting to student, letter or group of letter and ask the student to read it.

At this stage. The student is asked to read the group of letter independently, however stick with teacher guidance.

d) Taking a few letters on the written word and the student is asked to read the group’s remaining sound of letters.

This stage is eliminating a few letters of the word. The teacher omits one of the letters from the word previously presented and ask the student to read it. And then, the teacher replenish the preceding words in different letters.

e) Asking the student about words.

At the final stage, the teacher returns present the word presented at the first stage intact and the student is asked to read it.

Meanwhile, Jamaris (2014:150-151) added two methods besides the Fernald, Gillingham and Glass Analysis methods, namely the Hegge Kirk-Kirk method and the Neurological method. The following is an explanation of the two methods:

1. Hegge-Kirk-Kirk Method

This method was developed by Hegge, Kirk and Kirk in 1972. This method focuses on examining the students' auditory abilities by combining letters sound, writing a combination of letters sounds into word and then mentioning the word. The next step is to show the word to the students and ask them to mention the pronunciation of the letter in the words, then the students were ask to write the words on the paper.

2. Neurological Impress

This method was designed to help learning for the students with reading difficulties. In this method, the interaction between the dyslexic students was more closely related. This method implements the following steps:

- a. The teacher and the dyslexic students sit across from each other while reading
- b. The teacher whispers words or sentence to the students
- c. The teacher and the students refer to the words mentioned by the teacher
- d. At times, teacher reads faster or vice versa.

In this method, the teacher did not have to prepare material specifically, nor does it focus the students on certain things such as phoneme pronunciation, word recognize and others. The purpose of this method is to get the students to read.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the research method in this study. It covers discussion about research design, subject of the research, technique of collecting data, research instruments and technique of data analysis.

3.1 Research Design

Research methods were qualitative descriptive methods. Descriptive research was research that attempts to describe object, whereas qualitative methods were the means or procedures that produce describe data and the design of the research used was the case study.

The qualitative research was a form of social activity that emphasizes the way people interprets, and understands their experience to understand individual social realities. Collecting data in this research by using classroom observation, interview, journal and immersion (Mohajan, 2018:23-48).

Case study has focused on one particular unit, which can be individual, group, organization, even society. Case study researcher focused deeply on specific cases and thus identifies social connections, processes and categories that are simultaneously recognizable, distinctive and unique (Unika, 2018:123-136). Case study became an effective away to inspect and comprehend issues in the world (Harisson, 2017:19)

3.2 Subject of The Research

The subject of this research was the students of Cahaya Bintang Kecil Foundation. A lot of students there with different needs and levels, such as

hyperactivity, speech delay and others. But the researcher only focused with students which had been diagnosed with dyslexia by doctor or psychologists.

3.3 Research Background

1. Profile of Cahaya Bintang Kecil Foundation

In this study, researcher conducted research at the Cahaya Bintang Kecil Foundation which is located at Jalan Bilal II, Punge Blang Cut, Kec. Jaya Baru, Banda Aceh. The Cahaya Bintang Kecil Foundation is one of the therapy centers for the students with special needs in Aceh. In addition, this foundation also opens education for early studenthood and education for the students who do not attend formal schools.

Cahaya Bintang Kecil foundation was founded on April 8, 2006, but its legality is August 26, 2007. Initially, Bintang Kecil was only a playground for the students, according to the concept of Bintang Kecil until now, but this concept could not get legality from the government. In order to obtain the legality of an agency, there must be an official structure and management. In 2007 Bintang Kecil opened PAUD education and obtained its official legality.

2. Curriculum of Cahaya Bintang Kecil Foundation

The Cahaya Bintang Kecil Foundation focused on therapy classes for the students with special needs and classes for home schooling the students. The students with special needs consist of various kinds such as dyslexia, speech delay, autism, etc. Therefore, it is not possible to have only one curriculum for all the students, so Bintang Kecil foundation used a curriculum designed according to

the needs of the student (individual curriculum). Each student had a map / guide for their learning progress at each meeting.

3. Types of Therapy at Cahaya Bintang Kecil Foundation

Cahaya Bintang Kecil Foundation applies four types of therapy, they are:

a. Behavioral Therapy

Behavioral therapy, namely therapy to make behavioral functions become good, for example those that do not function normally are trained and treated to normal. For example, a student who cannot sit quietly is treated with behaviors to be able to sit quietly.

b. Occupational Therapy

Occupational therapy aims to train the students's motor skills, with the play-learning concept being used. Occupational therapy such as cutting, sticking, etc.

c. Speech Therapy

This therapy was not only aimed at the students who experience speech delay, but is also applied to every student. Because the goal of speech therapy is to bring up receptive and expressive language.

d. Sensory Integration

Integrated sensory therapy was a therapeutic method to help the students with integrated sensory disorders such as jumping, catching a ball, drafting, etc. not developing sensory integration in students in the right phase was the cause of impaired development and growth, learning processes and the students's behavior.

4. Learning Method of Cahaya Bintang Kecil Foundation

Bintang Kecil foundation had a learning method that was play while learning. This was because the students have to spend their time playing. In the sense of playing as well as maturing their motor skills. The method applied is made as creative as possible so that the students do not feel bored and continue to learn with fun.

5. Facilities at Cahaya Bintang Kecil Foundation

Cahaya Bintang Kecil foundation was equipped with adequate facilities in the teaching and learning process. Here's the explanation:

a. Playground

On the front yard of the small star foundation, there was a playground for the students consisting of several types of games.

b. Study Room

Cahaya Bintang had a semi-outdoor learning concept, this was because students feel more comfortable when doing the learning process

c. Therapy Room

This room was used by teachers and students during therapy sessions.

d. Books

Many types of books were provided by the little star as reading material for the students.

e. Praying Room

Bintang Kecil Foundation also emphasizes the importance of worship, for that the provision of a prayer room and other prayer equipment that can be used by the students.

6. Service Flow OF Cahaya Bintang Kecil Foundation

For registration at Cahaya Bintang Kecil, the first time parents can register online through the Cahaya Bintang Kecil's social media account or come directly, after registering, they did not directly fill in the registration form, but the teachers or Cahaya Bintang Kecil assistants will first make observations or assessments to the student. Then the results of the observation / assessment are submitted to the parents, if the parents continue to place their students to study in the Little Starlight, they can continue by filling out the registration form. Then, after filling out the form, the students's learning class is selected whether in PAUD, therapy class, or home schooling.

After class selection, the teacher will compile an individual curriculum according to the student's needs, continue the teaching and learning process, then every 3 months there is an evaluation or report from the teacher to the parents regarding the student's learning development while in Little Starlight and then parents can determine whether his students continue to study in the Little Starlight or not.

7. Teaching and Learning Process at Cahaya Bintang Kecil Foundation

Cahaya Bintang Kecil Foundation had several class categories and levels, namely the PAUD level, the talent class, and the class for the students with special

needs. This study focuses on a class of the students with special needs, namely the reading class for the dyslexic students. In this class there were 2 teachers and 4 students. Study time for 2 hours. Before the teaching-learning process the teacher and students read prayers together, after that learning activities begin based on the material that has been determined or continue the previous material. If the material cuts or sticks, then each student was given their own equipment. After the learning process was complete, the students were allowed to eat the food they bring.

3.4 Research Instrument

A research instrument was a device used to measure both natural and social phenomena observed (Sugiyono, 2015:148). Generally, the purpose of this research instrument to assist researcher in collecting data to make the work easier and systematic. The instruments used in this study are interview, observation and documentation.

1) Observation Sheet

Researcher did directly observations of the subject research. To know the obstacle of dyslexia reading skill development, the data will be focused on the students reading difficulties that occur during the learning process. The tools needed to support this study are the writing tools for writing the result of the research, a textbook used for dyslexic students, a video recorder to record the result of the study.

Kawulich (2012:11) said with the observation sheet will help researcher to find it easier and more focused in observing the subject being researched. Researcher will focus more based on the observation sheet.

2) Interview Guide

To obtain data, researcher used data collection techniques by interview. In using this technique, researcher need a instrument, namely an interview guide that contains questions that will be asked when researching. Researcher should have interview guide in doing research. From before the interview to the interview evaluation. Interview guide is create to help researcher prepare everything to be included in making a list of questions so that nothing would be missed.

In order for the interview to run effectively according to the plan, the researcher needs it compile interview guidelines to guide the course of the interview (Yusuf, 2014:379). Benefit from interview guidelines, they are:

- a. The interview process went according to plan
- b. Can capture answers from informants according to what the researcher wants
- c. Make it easy for researcher to classify the required data that is obtained from the results of the interview
- d. Researcher concentrate more on asking appropriate questions with a focus of study in research
- e. Anticipate any questions that you forgot / missed.

3) Documentation

In this research, researcher had documented during the process of research to find out about the object of research and to prove the validity of this research because documentation is a process of retrieval, selection, processing of information of both audio, video and audio-visual objects (Dian, 2018:24). Documents consist of videos during research activities, photos related to the subject (books of materials, media used in learning, etc.), photos of the school environment. This documentation techniques complement the methods of observation and interview.

3.5 Technique of Collecting Data

Technique of collecting data that were used in the research can be seen as follow :

1. Observation

Observation was basic step in collecting data on qualitative research, which involves all areas particularly social science and human behaviour. Observation was the direct and constant process of observation of an activity to get accurate data result. To do the observation, the researcher have to pay attention at ethical principles such as respect for human dignity, respect for privacy and secrecy, and balance both of dangers and benefits (Hasyim, 2016:26). In this data collection technique, there are limitations in taking information from research subjects, therefore to strengthen the information available, researcher use other instruments that are in accordance with conditions such as notebooks, check lists and cameras.

There were several types of observations used in research, these are participant observation, non-participant observation, structured observation and unstructured observation (Sugiyono, 2015:205). In this study, researcher used non-participant observation, where the researcher will be directly involved and in this observation, the researcher is involved with the daily activities of the person being observed or who is used as a source of research data. While observing, the researcher did what the data source was doing, and felt the joy and sorrow. Researcher will be directly involved in the teaching and learning process of the dyslexic students at the Cahaya Bintang Kecil Foundation. In this observation, the researcher was involved with the daily activities of the person being observed or who is used as a source of research data. While observing, the researcher did what the data source is doing, and feels the joy and sorrow. Researcher will be directly involved in the teaching and learning process of the dyslexic students at the Cahaya Bintang Kecil Foundation. With participant observation, the data obtained will be more complete, sharp, and to know the level of meaning of each visible behavior.

2. Interview

Interview was a form of collecting data that is often used in qualitative research. Research interview differ from interview in general like job interview or other, this interview have stricter rules. Research interview has the purpose of obtaining certain information from a source and directing interview to the discoveries of depth, perception, and thought of participant (Rachmawati, 2007:35-40). In this technique, the researcher take 4 informan, they are Head

Master of Cahaya Bintang Kecil Foundation, Teachers who teach the students and Parents and dyslexic students. Before doing the interview, researcher first arrange instruments for interview of questions with referring to the interview lattice. These interviews help in collecting data and deducting data.

The form of interview that researcher apply in this research is an unstructured interview or what is often referred to as an in-depth interview or open interview. The characteristics of an unstructured interview include the following: flexibility, the wording of each question can be changed at the time of the interview, adapted to the needs and conditions at the time of the interview, and is open (Rachmawati, 2007:38).

3.6 Data Validity Test

Data that has been successfully extracted, collected, and recorded in research activities must be ensured for its accuracy and correctness. Hence every researcher must be able to choose and determine the appropriate ways to develop the validity of the data obtained.

The validity development used by researcher was the triangulation technique. Triangulation in testing credibility was used as checking data from various sources, methods, and times. According to Gunawan (2013:219) triangulation is divided into 3 types, they are:

1. Source Triangulation

Source triangulation was to test the validity of the data by checking the data obtained from several sources. That is, researcher get data from different sources but with the same technique. In this case, after the researcher

obtains data from various sources, the next step was that the data is described, categorized, and seen which views were the same, which were different, and which are specific from the three data sources. Therefore, the data that has been analyzed by the researcher produce a conclusion

2. Technique Triangulation

Technique triangulation was to test the validity of the data by checking the data to the same source with different techniques. This means that researcher use different data collection techniques to obtain data from the same source. In this case, after the researcher made observations, interviews and documentation, which were then combined into one to get a conclusion.

3. Time Triangulation

Time triangulation was that time also often affects the credibility of the data. For example, data collected using interview techniques in the morning when the informants were still fresh and have not had many problems will provide more valid data so that they are more credible. Therefore, in order to test the validity of the data, it can be done by checking with interviews, observations or other techniques in different times or situations. If the test results produce different data, it was carried out repeatedly so that data certainty is found.

In this study the authors used source triangulation, meaning that the researcher compared the information obtained from one source with another to obtain accurate and valid data.

3.7 Technique of Data Analysis

Qualitative data analysis occurs when empirical data was qualitative data of word-shaped collections of words rather than numerical sets and can not be grouped in classification categories or structures. Data can be collected in a variety of ways (observations, interview, and documentation) and was usually processed before ready to use, have to through notation, typing, editing or translating. Qualitative data analysis still used the words that are usually arranged into the broad text and instead of using math and statistic as an analysis aid.

Data analysis technique used in qualitative research include transcribing result from observation, interview and documentation. From the result of data analysis that can then be drawn to conclusions. The following were data analysis technique used by researcher :

3.7.1 Data Reduction

Data reduction was selection process, attention focused to simplification, the undifferentiating and transforming of crude data emerged from written records in the field (Rijali, 2018:91). The data reduction activities were on going during the data collection which was creating summaries, coding, exploring themes, creating clusters, creating partitions, and writing memos.

Data reduction was a form of analysis that sharpen, classify, direct, discard unnecessary, and organize data in such a way that final conclusions can be drawn and verifiable. This data reduction or transformation process continues after field research, until a full final report is composed. So, in qualitative research

can be simplified and transfused in various ways : through rigorous selection, through brief summaries or descriptions, classify in a boarder pattern and others.

The data reduction process in this study was written notes in the field obtained by researcher from the results of participatory observation and interviews with the Head of the Foundation, Teachers, Parents and students at the Cahaya Bintang Kecil Foundation. Data reduction was carried out by the researcher simultaneously with the data collection process. Given that this data reduction occurs repeatedly and if incompatible data is found, the researcher checks again at the Cahaya Bintang Kecil Foundation to obtain the validity of the data in answering the research focus.

3.7.2 Data Display

Data display was second steps after data reduction. Sugiyono (2015:341) explain in qualitative research can be done in short descriptions, charts, category-related relationship, flowchart and the like. However, the most frequent form of data display for past qualitative research data is narrative text. In this stage, the data that has been obtained are then presented to make it easier for researcher to understand the phenomenon or problem that is happening.

3.7.3 Conclution and Verification

According to Mile and Huberman, the third step in qualitative data analysis in conclusion or verification (Sugiyono, 2015:345). The initial conclusions put forward are still provisional and will change if strong evidence is found to support the next stage of data collection. This process of obtaining evidence is known as data verification. If the conclusions put forward at the initial

stage were supported by strong evidence in the sense that they are consistent with the conditions found when the researcher returns to the field, then the conclusions obtained are credible conclusions.

The drawing of this conclusion is carried out when the data analysis activities are carried out continuously by the researcher, both in the field and after finishing in the field.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the researcher described and explained the data and research results about the problems that have been formulated in background of study.

4.1 The Result

The result of this research were collected based on three research that has been conducted. They were:

4.1.1 Observation

On the first day (22 March 2021), researcher made observations at the research location. There were several aspects studied, they are: school environment, study room, curriculum, teaching and learning process. Following the explanation:

4.1.1.1 Learning Curriculum For Dyslexia

Bintang Kecil Foundation was a therapy center for students with special needs. In addition, Bintang Kecil was also a place of learning for students who do not attend formal institutions. For this reason, the curriculum used does not follow the curriculum designed by the government, but Bintang Kecil has its own curriculum, namely an individual curriculum, where the curriculum was designed according to the needs of the student. because every student had different needs so their curriculum or learning design was also different.

4.1.1.2 School Environment

Bintang Kecil Foundation environment was very safe, away from the crowds and roads. Beside that, the building was also surrounded by a fence that keeps the students safe. The surrounding environment felt beautiful because of overgrown with several trees. The front yard had a playground equipped with games such as swings, slides, etc. During recess or after learning, the students can use the games provided. The game arena was also used to train the students' motor skills such as training the students' dexterity and balance. On the front, Bintang Kecil Foundation also provides a place to wash hands. Long before the Covid-19 pandemic, Bintang Kecil Foundation had familiarized the students to live a clean lifestyle, namely by always washing their hands. Moreover, Bintang Kecil foundation also provided a shoe rack. The students must take off their shoes when entering the room and put their shoes on the shelves provided. This was done so that the students can look after their own things and learn to tidy them up.

4.1.1.3 Classroom

Bintang Kecil foundation did not have a special study room, the Bintang Kecil foundation building has basically a house was not a school building in general, so there were no classrooms as usual. Teaching and learning activities were carried out in two rooms, the main room and the garage which were used as learning places. For reading class in the dyslexic students, teaching and learning activities were carried out in the main room. The main room was quite spacious, so it was not only used for study, but for other activities as well. In this room there were a teacher administration desk, chairs and tables for guests and also a bag

rack for putting student bags. Furthermore, there was an upstairs room in the main room. The upper room was used as a prayer room for students to worship. Above there was also a bookshelf that contains various types of books that can be read by students.

The second room was the garage which is used as a place to study. There were a blackboard and several tables that were used during teaching and learning activities. This room also had a therapy room that was used by therapists and students during therapy activities. the therapy room is not very large, measuring about 1 x 1 meter, only enough for two people, namely a therapist and one student.. Even though this was only a garage, this room was still comfortable to use for studying, the students did not feel hot because of the room, the floor was also made of ceramic. So wherever the learning location was the convenience of students was still prioritized by Bintang Kecil Foundation.

4.1.1.4 Learning Media For Reading Subject

Bintang Kecil foundation had several media used in reading classes for dyslexic students. They were:

1. Television / Video Lessons

In the first stage of the reading class for dyslexic students, the media used were instructional videos that were played on television. The video used is a video that has been made by the supervisor of the Little Star Foundation which contains an introduction to alphabets from A to Z. The students are shown an alphabet

recognition video on a regular basis so that the students can recognize each letter that is shown in the learning video.

2. Book

In the first stage when the students were familiar with the alphabet, then it was continued in the second stage. At this stage the media used is books. This book is different from books in general. This book has been specially designed for the dyslexic students so that it is easy to learn to recognize the alphabet and read words. This book is equipped with training for the students to read, write the alphabet and curate the alphabet, etc.

3. Card

The next media used was the card. Each card was equipped with the vocabulary and images of each alphabet. By using this media, the vocabulary of each student will increase.

Apart from the three media above, sometimes using other creative media such as when researchers are present to make observations, the teacher uses food plastics as a media for students. This was done by the teacher so that the students do not get bored and the media used can still help the students to be able to recognize letters and read words.

4.1.1.5 Teaching and Learning Activities

At Bintang Kecil Foundation, for the reading class one teacher handles four students. Before teaching and learning activities were carried out, the teacher

guided students to recite together. After that the teacher told what the students are doing. On the day the researcher made observations, the teacher had provided various items such as scissors, food plastic, glue and books. The teacher asked the students to cut out the letters on the food plastic and paste them in their books.

Table 4.1 List of Dyslexic Student Interviews

No	Name	Age
1	Subject 1 (NJ)	7 years old
2	Subject 2 (HN)	7 years old
3	Subject 3 (IB)	6 years old
4	Subject 4 (HB)	6 years old

The teacher first gave an example how to cut and paste each letter on the food plastic that the teacher gave and then the students follow the teacher. Each students got a different plastic food. The teacher always monitored the students's activities during learning, if there were difficulties, the teacher immediately helped them. The students looked enthusiastic during these activities. While cutting the teacher asked the students a few questions such as "what letters were cut out?" "is the letter A a consonant or a vowel?" two of four student could answer the question and the other could not. This was done so that students knew more about the alphabet and its types.

After all the letters have been cut out, the teacher asked them to paste the book that has been provided, namely the book "Disleksia Ceria: Cara Mudah Belajar Membaca Bagi Anak Disleksia" (Maria Ulfa). Each student has been this book as their assignment sheet. This book was not just a theory but a practice for

the dyslexic students. This book contains exercises such as letter completing exercises, cutting, pasting etc.

Furthermore, the students completed each activity then it will be continue by saying letters and words. In this session the teacher applied picture cards which were used as a medium for the dyslexic students. There were 26 cards consisting of A to Z. Each card was written with one word of each letter prefix also accompanied by a picture. The dyslexic students were virtual students, who were easier to capture pictures than writing. The teacher began to display the cards one by one to each students and the students were asked to name the letters and words on the card and then say another word from the beginning of the letter on the card. For example the teacher displays the letter A, on the card there is a picture of an “Apple”. As the result the students easily answered it then they was asked to mention other words that start with A, students enthusiastically mention “Aku, Ayam, Antar, etc”. In this way, the students do not only recognized the letters but also knew many types of vocabulary for each letter.

4.1.2 Interview

In this study, there were four informants, namely the head of the foundation, teachers, parents and students. The following was an explanation of the results of the interview.

The first interview was conducted by researcher on March 22, 2021, at 10 am, at Bintang Kecil foundation, the informant was a reading class teacher at the Bintang Kecil foundation named RD. She has taught the students with special

needs for two years, especially dyslexia for a year. She said that it was not difficult to teach the students with special needs, especially dyslexia if we already understood the characteristics of these students. The problem of the teacher during teaching and learning process was the interaction between students and teachers. Therefore, the first thing the teacher did was knowing the students. Understanding students with special needs is not easy, it takes extra time and patience, teachers who handle the students with special needs have abilities in psychology or were called psychological. One of the requirements to become a teacher at the Bintang Kecil foundation was a psychology graduate, that is why teachers at Bintang Kecil were able and easy to understand their students so that teaching and learning activities were easier to do.

Furthermore, the teacher stated that it is not only student-teacher interaction but also student-student interaction was needed. Since there is more than one teacher in this situation, each teacher meeting is unique; this was done to ensure that students communicate well with all teachers. Moreover, but we also combined them with regular students in reading class to study in groups. Although the dyslexic students have problems with the ability to recognize letters and read, but in creativity and motor skills, the dyslexic students were more dominant than normal students. This was seen when the dyslexic students study with normal students.

Additionally, the educating dyslexic students necessitates the use of suitable media. The dyslexic students were verbal students, so teaching them to memorize vocabulary solely through the show of writing would be difficult for

them to consider. There were three out of four dyslexic students face this problem in their classes, the problem is that they were unable to accept what their teacher taught at school, resulting in a slow development of their reading ability that was not recognized by the teacher. Teachers at Bintang Kecil foundation were psychologists who were familiar with the personalities of various types of the students and understood how they learn so that the students can learn easily in ways and strategies that they appreciate.

The teacher then clarified that, while she understood and knew the right approach for the students as a teacher, there were always challenges in the learning process, such as the student's ability to learn, as well as the student's different character. In another way, there were a student who were easily distracted by their peers, a student who were easily emotional, a student who did not want a lot of rules, and so on.

This was in accordance with the results of an interview with FR (mother of ZN), in March, 30 2021 at 5 pm. The character of the student, she said that was an obstacle while teaching ZN. FR clarified that learning experiences at home must also have my student's permission. If FR asked ZN to study and he declines, but FR still make him, ZN would become enraged. But sometimes ZN tell FR that ZN wanted to study without FR asking.

The character of the student was essentially different, although there were some parallels in the character of the dyslexic students. As explained by FR, AR (HB's mother) also explained the same thing (interview result on March 30,

2021, 6 pm) “if studying at home cannot be forced, just follow what he want.. If he wanted to learn the learning process would be smooth, but if I force him he doesn't want to, during the learning process he won't focus”.

From the both information above of the students’ parents, it can be concluded that when the students did not want to learn at home, there was not coercion from parents to students. This was not wrong, but also cannot be justified because repetition of learning activities must be done so that reading skills in dyslexic students can still progress. There was no significant effort made by parents so that their students can continue to learn without forcing them. Inversely proportional to the information obtained from the 2 subjects above, MU (mother of IB) explained how she taught IB at home (interview result on April 17, 2021, 10 am), she said that IB also did not like being asked to study if he did not want to learn. IB disliked significant rules when studying, MU did not force IB to study, but MU had other ways. IB really likes watching, that is way MU chose videos that can be used as learning media for IB, learning videos for example videos about recognizing alphabets, vocabulary, etc. So that even though IB did not study formally, IB still got knowledge and adds new vocabulary.

The same thing was also expressed by OM (mother of HN) in an interview on March 31, 2021, at 6 pm, she explained that OM was at home not wanting to force HN to study. To improve reading skills, OM made learning media, namely picture cards with written vocabulary. OM revealed that even though learning activities at home were not routine, using cards with HN images was easier to recognize alphabets and remember new vocabulary.

4.1.2 The List of Parents' Dyslexic Students Interview

No	Name	Age
1	FR (mother of subject 1)	40 years old
2	OM (mother of subject 2)	43 years old
3	MU (mother of subject 3)	35 years old
4	AR (mother of subject 4)	33 years old

From the results of OM and MU interviews, it was true that a student was not encouraged to study under compulsion, but the repetition of learning activities must be done so that the reading ability of the dyslexic students can develop. If the student did not want to learn, parents should be able to find other alternatives to introduce new letters and vocabulary to the students.

The dyslexic students were virtual students in that they easily identify things with pictures rather than just writing. There were 3 out of 4 dyslexic students in Bintang Kecil foundation like books with pictures, this was in accordance with the results of the researcher's interview with the subject HN, IB, HN (March 27, 2021) when the researcher asked "what kind of book do you like? Is it book pictorial or written?" they answer the pictorial one. While the NJ subject (interview on March 27, 2021) likes books that only contain writing.

Images greatly affect the students's abilities. When the researcher conducted an interview and showed them several examples of letters that looked the same to them.

Question: "Can you distinguish the letter" b ", " p ", " d ", " q " ?

NJ subject cannot distinguish the letters indicated by the researcher. NJ can identify the letter "b" but in the letters "p", "q", and "d" NJ did not and identifies it and assumes the letters are "b". The same as NJ, the subject of HB was also unable to identify the letters. Letter "b" read "i", letter "p" read "v", letter "q" read "d", letter "d" read "p".

The same thing happened to IB who were not able to identify or recognize letters that looked the same. IB can recognize the letter "b" and the letter "d", but not other letters such as "p" read "d", "q" read "y". Different from others, HN can recognize three of the four letters that look similar, namely "b", "p", "d" while "q" is read "e".

The dyslexic students in reading class at Bintang Kecil foundation still have difficulty identifying letters of the alphabet and words that look the same. This was also proven when the researcher asked questions and showed the writings which pronounced almost the same to NJ, HN, and IB (interview results on March 27, 2021) and to HB (March 30, 2021).

Question: Can you read "buku" and "duku"?

In the first subject (NJ) the researcher helped spell the word "buku" and followed by NJ, in the head word "duku" NJ tried to spell the word himself. The word "duku" is spelled as "da-ku" and then read "aku". There was a letter identification error in the word and there were letters that were missing when read. While in the second subject (HN) in the first word "buku" identifies one by

one the letters "b-u-k-u" but when read it becomes "aku". In the second word "duku", HN also spells out one by one the letters "d-u-k-u" when read as a whole becomes "uku".

In the third subject (IB), can identify the letters in the first word "buku" and then read it as "kaku", and in the second word "duku", it is spelled as "buku", while in the fourth subject (HB) the first word "buku" must be assisted by the researcher for spelling and followed by HB, "bu" HB then continued by saying "bu", the researcher spelled "ku" again, HB continued "ku" but when asked to rephrase the word, HB pronounced "kuku" in the word. The second "duku", HB spelled the word without the help of the researcher, but when pronouncing the whole thing, HB read "duku" to become "aku"

At the time of the interview above, the researcher only showed the writing to be read and identified by the subject, but the result was that there were still many mistakes made by the subject such as misspellings and omitted letters, but based on the results of observations made by researcher (27 March 2021), the subject was able to identify each letter from A to Z and read every word on the card used by the teacher during the teaching and learning process.

By using alphabet cards, which were equipped with writing and pictures for the students, it was easier to identify and read the word. Because basically the dyslexic students are virtual students, who were easier to receive lessons with the help of pictures and colors than just given writing.

The results of this study are in accordance with what was expressed by the expert Rabi & Ulfa (2018: 74-76) listed in chapter 2 that dyslexic students have difficulty distinguishing letters that look the same as well as the pronunciation of almost the same words (eg "book" - "duku") or even missing a letter or two from the word he saw. This was not done on purpose by dyslexic students, but it is part of the reading process for dyslexic students. where the size of their brain is different so that what was seen and in the input into the brain is also different.

In addition, the head of the Cahaya Bintang Kecil foundation (interview on April 6, 2021) said that the dyslexic students were different from other students in general, the brain size of the dyslexic students was different, which their way of thinking different from normal students. That means the learning method was also different from usual, the dyslexic students were easier to interpret the picture into a word. If the normal students were given an example of the letter "A" it will be easy for them to imitate, while the dyslexic students cannot did the same thing. For the dyslexic students must include letters or words complemented by pictures and it will be easier for them to accept.

Furthermore, the dyslexic students cannot be asked to memorize A to Z or memorize new vocabulary words. It was easy for normal students to do but it will be difficult for the students with dyslexia. Their way of teaching was to make them understand the vocabulary they often use or say in their daily activities, for example from the letter "A" to "ayam", "apel" etc. So, the dyslexic students cannot remembered letters, but they knew the words that start with these letters.

But as they age, the dyslexic student's brain will be able to remember it, it's just that the time phase was different from normal students. If the normal students aged 5-7 years were familiar with and even remember the alphabet from A to Z, the dyslexic students at that age are still learning to understand.

4.2 Discussion

In this research result, the researcher explained about the description of the obstacle of knowing the alphabets of dyslexia student and the obstacle of reading a word of dyslexia student at Cahaya Bintang Kecil Foundation Banda Aceh. In this discussion session, the researcher tried to justify the description of the research result based on the following explanation:

Constraints in the development of reading in dyslexic students were not only from school and teacher factors, but also from family or parents. The learning process of dyslexic students was clearly different from normal students, it needed strong consistency to be able to improve their reading skills. Beginning to introduce alphabets and repeat them regularly so that dyslexic students find it easier to recognize or identify these alphabets. Repeating material was not only done during the teaching and learning process at home but must also be done routinely at home with parents or family. Moreover, it took good cooperation between parents and teachers to be able to improve the reading skills of dyslexic students.

The cooperation referred to was not only in the consistency of learning but also in the provision of reading learning media for dyslexic students. Parents

should also provide appropriate learning media for their students, but from the research results only 2 out of 4 parents provide learning media at home. Whereas in addition to consistency of learning, media was important. Based on the research results, students who are provided with learning media by their parents can identify the alphabet and can read words correctly. This showed that learning media very influential in the development of reading in dyslexic students.

In addition, many parents are not aware of it. Parents think that learning at school is enough to help their student's academic development. However, that alone is not enough. Parents must also repeat the material given at school and also provide appropriate media for students. Meanwhile, before teachers and parents provide appropriate media, parents and teachers must first be able to know the learning style or characteristics of the student. This will make it easier for teachers and parents at home when accompanying students to learn. Because basically, each student's learning style is different even though they are classified as students with special needs or dyslexia.

From the results of the research above, the character of the student becomes an obstacle for both teachers and parents. These different characters make a teacher must be able to provide appropriate methods for students. This should also be done by parents at home. When teachers and parents already recognize and know the student's character, it will be easier to determine the method, style, and media for students's learning so that their learning development, especially reading, can increase.

Furthermore, based on the results of interviews with parents, researchers obtained data that parents had been able to see symptoms or signs in their children who turned out to be dyslexic after being examined by a psychologist. This is in accordance with the opinion of Widyorini and Tiel (2017:101) who say that the diagnosis of dyslexic children can be established at the age of 7 years, but the identification process can be done since the child is 5-7 years old or pre-school age through a psychologist or doctor. In addition, This will make it easier for parents and teachers to be able to provide appropriate treatment, both from the methods and media used for learning, because 94% of dyslexia occurs in elementary school students (Raharjo & Wimbari, 2020:79). if at pre-school age can be detected, it will be easier to handle by teachers and parents.

CHAPTER V

CONCLUSIONS And SUGGESTIONS

In this chapter, the researcher explained the conclusions from the explanation of the results of the research that has been done and also the suggestions given by the researcher for those related to this research.

5.1 Conclusions

Based on the findings and the data analysis described in the previous chapter, it can be concluded that the obstacles in the development of reading skills in the dyslexic students are:

The problem with dyslexic students in recognizing alphabets was that there is no more effort from parents in improving the students's abilities at home, while consistency in learning or repetition of learning must continue not only at school but also at home. The dyslexic students should always be introduced to the alphabet before they start learning to read words. Introducing the alphabet to dyslexic students must use appropriate methods and approaches so that dyslexic students easily accept and know the types of alphabets. So in addition to consistent learning, the right method was also an influence on students's development in recognizing the alphabet.

The second obstacle with dyslexic students in reading words was that they are not familiar with the alphabet from A to B. If the student is already at the stage of knowing the alphabet, even when teachers and parents understand the

proper methods of teaching dyslexic students, other obstacles can arise in their reading development. These constraints are the learning media. If a teacher or parent already understands and knows learning methods that are suitable for dyslexic students, it will be easy to determine the media for them. Dyslexic students are visual students, they will find it easier to recognize and identify letters or words with pictures. Apart from learning media, another obstacle that hinders students's reading development is the student's character. Different students's characters are also an obstacle for school teachers as well as parents at home. If the teacher and parents cannot overcome the character of the student, the learning process will be disrupted, the learning process is disturbed, the development of the student's ability will not be stable.

5.2 Sugestion

Based on the results of the discussion and discussion that has been presented, there are several suggestions as a result of this research, including:

1. For Research Subjects
 - a. Keep trying to learning, especially reading
 - b. Finding what you like most when studying, it will be more optimal in accepting what is conveyed by parents or teachers
 - c. If you do not understand what the teacher explained, you must dare to ask questions and ask for another explanation
2. For Teacher
 - a. Always provide support to students to learn

- b. Always provide innovations in the teaching process to be more fun
- c. Have patience and be the best model for students.

3. For Parents

- a. Always provide support to students by paying attention to good parenting (learning), so that students will feel more concern for advancing students.
- b. Monitor student development on a scale by requesting reports from the teacher or therapist who treats students
- c. Always accompany and guide students to learn at home
- d. Ask for advice from the teacher or therapist about suitable media for students's learning at home.

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Appendix 1

Observation Sheet

Location : Cahaya Bintang Kecil Foundation

Day/Date : March 22, 2021

Time : 10 a.m

Observer : Intan Sri Rezeki

No	Aspects That Are Observed	Description
1	Learning curriculum	The Cahaya Bintang Kecil Foundation is a place to study for students with special needs, for that the curriculum used is a self-designed curriculum or an individual curriculum.
2	School environment	The environment is safe because it is far from the crowds and roads, the building is surrounded by a fence, the condition is beautiful because it is surrounded by trees. on the front there is a game arena and a hand washing place is also provided
3	Classroom	Cahaya Bintang Kecil foundation is a house that functions as a place for learning, so the shape of the building is different from school buildings in general. There are no special classrooms, there are only 2 rooms that are used as teaching-learning places, namely the main room and the garage. Besides that there is a therapy room that is used in therapy sessions.
4	Learning media for reading subject	There are three media used in the reading class, namely television to display instructional videos, books specifically designed for students in the class, as well as picture cards.
5	The process of teaching and learning activities in the class	There are three media used in the reading class, namely television to display instructional videos, books specially designed for students with dislections and picture cards.

6	The process of teaching and learning activities in the classroom	<p>Before starting to learn, the teacher guides the students to read prayers together, then the teacher provides the learning equipment used. When the researcher made observations, the material was cutting the letters that were on the food diploma and then mopping them in the exercise book.</p> <p>before the teacher gives the order, the teacher first gives an example of how to cut and paste it, then the students follow it.</p>
7	Student responses during learning	<p>the students seemed enthusiastic about following the teacher's orders. cut out the plastic carefully and stuck it in their books. when the teacher asks "what letters are being cut out"? the students answered immediately.</p>

Appendix 2

INTERVIEW TRANSCRIPTS

1. Researcher interview transcript with the Head of the Cahaya Bintang Kecil Foundation Banda Aceh.

Nama : Ulfa Maria, S.Psi,
 Position : Head of Cahaya Bintang Kecil
 Day/Date : Tuesday/ April 06, 2021
 Time : 11.30 A.M
 Place : Muhammadiyah Univercity

Researcher	What is about the concept of learning at Cahaya Bintang Kecil ?
Ulfa	The concept is playing, because the student has to spend his time playing. the purpose of playing it is to mature aspects of development such as sensory development, for example cutting, sticking etc.
Researcher	Does Cahaya Bintang Kecil have their own learning curriculum?
Ulfa	Because Bintang Kecil focuses on therapy classes and home schooling, so we use a curriculum that is designed by ourselves according to the needs of the student.
Researcher	Is there any special method is applied to the Cahaya Bintang Kecil Foundation?
Ulfa	Yes, there is. the first is an integrated learning method. integrated in all aspects of development, from integrated sensory, occupation, etc. both the behavioral method and the speech method.
Researcher	What are efforts have school made to help students who have dyslexic especially in reading subject?
Ulfa	Dyslexic students are visual students, for example with pictures. so we can't just give the alphabet only. so our effort is to combine the learning method with the dyslexic type of student. we provide suitable media for dyslexic students.
Researcher	Is there special facility for students who have dyslexia in reading subject?
Ulfa	Picture cards, television instructional videos, and books.
Researcher	What are factors do you think influence students in learning difficulties especially in reading?
Ulfa	Lots. consistency of learning at school and at home, repetition that must be done continuously, nutrition of food, happiness of students too. so many factors affect students's abilities.

2. Researcher interview transcript with Teacher reading class of the Cahaya Bintang Kecil Foundation Banda Aceh.

Nama : Rosdiana, S.Psi,
 Position : Teacher of Cahaya Bintang Kecil
 Day/Date : Monday/March 22, 2021
 Time : 10 A.M
 Place : Cahaya Bintang Kecil Foundation

Researcher	How long you have been teaching dyslexia?
Rosdiana	2 years, 1 years in Bintang Kecil and 1 years another place
Researcher	Is it significant problem during teaching reading to dyslexic students? If so, what are they?
Rosdiana	Nothing
Researcher	How is the level of student's intelligence having difficulty learning in reading?
Rosdiana	Have no problem because I already understand the character of the student, but if the teacher doesn't understand it will be difficult to teach dyslexic students
Researcher	How did the students receive the lesson (reading)?
Rosdiana	They can identify letters, for example when we show the letter A, students can say the name of the letter, but they have difficulty when the letter is already in the form of a word and it is difficult to be asked to write it down.
Researcher	How about the condition of the sensory (sight and hearing) of dyslexia studentre?
Rosdiana	No problem. Their sight and hearing is same like normal students
Researcher	What are some of the effect of student' limitation in reading?
Rosdiana	Each student is different, if the learning process can be interrupted because this is his home, so if a parent comes home or there are guests then he doesn't want to study anymore, if HN is disturbed because of friends. that's what hinders their learning to read.
Researcher	Are they any special methods that you use in teaching reading to dyslexia students?
Rosdiana	there is. We use the integrated learning method,
Researcher	What are preparations do you make when going to teach reading
Rosdiana	Of course there is. first we have to understand the student, then prepare the media to be used (video lessons, picture cards, paper)

3. Researcher interview transcript with subject 1, the students of the Cahaya Bintang Kecil Foundation Banda Aceh.

Nama : Navil Jiad
 Day/Date : Saturday/March 27, 2021
 Time : 10.30 A.M
 Place : Cahaya Bintang Kecil Foundation

Researcher	Do you remember the alphabet from A to Z?
Jiad	No, i do not
Researcher	Can you distinguish letter that look alike? Such as b with d, p with q?
Jiad	Can not
Researcher	Can you read a word that pronounces almost the same? Such as “buku” with “duku”?
Jiad	Can not
Researcher	Do you like reading?
Jiad	Yes, i do
Researcher	What is kind of reading that you like? the written one or the pictorial one?
Jiad	Written book
Researcher	How did the teacher teach you to read?
Jiad	Spelled, because if you spell it i can follow it.
Researcher	Do you like the teacher’s way in teaching reading?
Jiad	Yes, i do
Researcher	Have you ever felt bored when studying with the teacher?
Jiad	yes, bored
Researcher	What will you do when you are bored? Keep studying or doing

	other activities?
Jiad	Playing. play slide, play climbing.
Researcher	How do you feel when the teacher asked you to read the text? Do you feel happy, afraid or what?
Jiad	I'm not afraid, i'm happy butthe answer is long
Researcher	Do you understand the material presented by the teacher?
Jiad	Yes, i do
Researcher	If you do not understand the material, what will you do? Keep quiet or ask the teacher?
Jiad	Keep quiet
Researcher	Do you often ask your teacher when teaching in the classroom? How did your teacher respond?
Jiad	Answered the question
Researcher	Are you often rewarded by your teachers after you do something? When and how it happen?
Jiad	Ever, got money from the teacher for helping
Researcher	Can you read the teachers' writing on the board from your seat? If you can not read it, what will you do?
Jiad	Couldn't because sitting at the back, out of sight
Researcher	Did you understand the material described by your teacher?
jiad	Yes, i did. Learn to cut letters, then the letters are pasted on the book

4. Researcher interview transcript with subject 2, the students of the Cahaya Bintang Kecil Foundation Banda Aceh.

Nama : Ahmad Hanif Martin
 Day/Date : Saturday/March 27, 2021
 Time : 10 A.M
 Place : Cahaya Bintang Kecil Foundation

Researcher	Do you remember the alphabet from A to Z?
Hanif	Yes, i do
Researcher	Can you distinguish letters that look alike? Such as b with p, q with p?
Hanif	b and p (i can), another letter can not
Researcher	Can you read a word that pronounces almost the same? Such as “buku” with “duku”?
Hanif	Can not
Researcher	Do you like reading?
Hanif	Yes, i do
Researcher	What is kind of reading that you like? the written one or the pictorial one?
Hanif	Book with picture
Researcher	How did the teacher teach you to read?
Hanif	Using plasticine, later formed letters
Researcher	Do you like the teacher’s way in teaching reading?
Hanif	Yes, i do
Researcher	Have you ever felt bored when studying with the teacher?
Hanif	Yes, i have
Researcher	What will you do when you are bored? Keep studying or doing other activities?
Hanif	Drinking
Researcher	How do you feel when the teacher asked you to read the text? Do

	you feel happy, afraid or what?
Hanif	Not afraid
Researcher	Do you understand the material presented by the teacher?
Hanif	Yes, i do
Researcher	If you do not understand the material, what will you do? Keep quiet or ask the teacher?
Hanif	Ask the teacher
Researcher	Do you often ask your teacher when teaching in the classroom? How did your teacher respond?
Hanif	Answer right away
Researcher	Are you often rewarded by your teachers after you do something? When and how it happen?
Hanif	Ever got a toy toy, when i could spell the word
Researcher	Can you read the teachers' writing on the board from your seat? If you can not read it, what will you do?
Hanif	I can
Researcher	Did you understand the material described by your teacher?
Hanif	I understood
Researcher	Can you repeat what the teacher said?
Hanif	I can (learn to cut and paste letters)

5. Researcher interview transcript with subject 3, the students of the Cahaya Bintang Kecil Foundation Banda Aceh.

Nama : Ibung Tambora Ferdian
 Day/Date : Saturday/March 27, 2021
 Time : 11 A.M
 Place : Cahaya Bintang Kecil Foundation

Research	Do you remember the alphabet from A to Z?
Ibung	Yea, i remember
Research	Can you distinguish letters that look alike? Such as b with p, q with p?
Ibung	Can not
Research	Can you read a word that pronounces almost the same? Such as “buku” with “duku”?
	Can not
Research	Do you like reading?
	I like
Research	What is kind of reading that you like? the written one or the pictorial one?
Ibung	Book with picture
Research	How did the teacher teach you to read?
Ibung	Teacher asks to write words, spell words, cut out letters
Research	Do you like the teacher’s way in teaching reading?
Ibung	Yas, i do
Research	Have you ever felt bored when studying with the teacher?
Ibung	Ever
Research	What will you do when you are bored? Keep studying or doing other activities?
Ibung	Playing a games
Research	How do you feel when the teacher asked you to read the text? Do you feel happy, afraid or what?
Ibung	Happy
Research	Do you understand the material presented by the teacher?
Ibung	Yes, I understand, Mrs. Ros sometimes asks me to read, see pictures
Research	If you do not understand the material, what will you do? Keep quiet or ask the teacher?
Ibung	Asked Mrs. Ros,
Research	Do you often ask your teacher when teaching in the classroom? How did your teacher respond?
Ibung	Lazy to ask

Research	Are you often rewarded by your teachers after you do something? When and how it happen?
Ibung	Never
Research	Can you read the teachers' writing on the board from your seat? If you can not read it, what will you do?
Ibung	Mrs. Ros never wrote on the board
Research	Did you understand the material described by your teacher?
Ibung	Yes
Research	Can you repeat what the teacher said?
Ibung	Mrs. Ros asked to cut the plastic, then stick it in the book

6. Researcher interview transcript with subject 4, the students of the Cahaya Bintang Kecil Foundation Banda Aceh.

Nama : Habibi
 Day/Date : Tuesday/March 30, 2021
 Time : 6 P.M
 Place : Habibi's House

Research	Do you remember the alphabet from A to Z?
Habibi	I do not
Research	Can you distinguish letters that look alike? Such as b with p, q with p?
Habibi	Can not
Research	Can you read a word that pronounces almost the same? Such as “buku” with “duku”?
Habibi	Can not
Research	Do you like reading?
Habibi	No, i do not
Research	What is kind of reading that you like? the written one or the pictorial one?
Habibi	Book with picture
Research	How did the teacher teach you to read?
Habibi	Write in books
Research	Do you like the teacher's way in teaching reading?
Habibi	Yes
Research	Have you ever felt bored when studying with the teacher?
Habibi	Ever
Research	What will you do when you are bored? Keep studying or doing other activities?
Habibi	Playing with friend

Research	How do you feel when the teacher asked you to read the text? Do you feel happy, afraid or what?
Habibi	I do not know
Research	Do you understand the material presented by the teacher?
Habibi	Understand
Research	If you do not understand the material, what will you do? Keep quiet or ask the teacher?
Habibi	Ask the teacher
Research	Do you often ask your teacher when teaching in the classroom? How did your teacher respond?
Habibi	The teacher answer directly
Research	Are you often rewarded by your teachers after you do something? When and how it happen?
Habibi	i ever got the plane toy
Research	Can you read the teachers' writing on the board from your seat? If you can not read it, what will you do?
Habibi	Can, because it sits at the front
Research	Did you understand the material described by your teacher?
Habibi	Yes, i did
Research	Can you repeat what the teacher said?
Habibi	The teacher wrote the name of the fruit on the blackboard, then asked to write it in the book

7. Researcher interview transcript with Vira (Ziad's mother), the students of the Cahaya Bintang Kecil Foundation Banda Aceh.

Nama : Fira
 Day/Date : Tuesday/March 30, 2021
 Time : 4 P.M
 Place : Blang Padang, Banda Aceh

Researcher	When did you know that your students have difficulty reading / dyslexia?
Fira	Since 4,5 years old
Researcher	What is the first step you take when you realized it?
Fira	Searching on internet, i thought My student has something different, then I also asked my friend and was directed to the Ms. Ulfa who is already known as a psychologist.
Researcher	Are there incidents that can interfere with your student's brain function before giving birth, during studentbirth, and after giving birth? If so, what is the chronology?
Fira	No incident whatsoever, everything is normal
Researcher	Are there any sign visible early on? If so, what are they?
Fira	At first it seemed like he had his own world, it was difficult to socialize with friends, was always alone, that was the first sign that made me suspicious, then when he was in 1st grade, he said he didn't like studying there, was bored and he said that his teacher was not smart, and Ziad often said the word -words that are generally not spoken by students his age, different from what other students say.
Researcher	How is your role in educating your students?
Fira	I teach, but I do not force him, because if he is forced, he will be tantrum,
Researcher	Are you always accompanying and guiding your student in their study? If so, how do you do it?
Fira	Of course, I always guide at the beginning of the age of 4.5, to

	write and introduce letters, using books given from school
Researcher	Do you always provide the learning media to read at home? If so, what kind of learning media?
Fira	Yes, I bought books that are age appropriate, and also from school
Researcher	Are you having difficulty in educating your students in reading?
Fira	I have no difficulty because I already understand my student how, when he wants to learn, learn, if he doesn't want to, I don't force it
Researcher	Is there special media that you prepare at home to teach reading for your students?
Fira	Nothing, just use a book
Researcher	What is the obstacle that has you faced in overcoming your students?
Fira	His memory, that's what makes it difficult, for example, today studying A to D, well tomorrow he won't remember and his emotions too, he's emotional quite high, if he's angry then just let it go, if we persuade it can get even more angry, that's all his obstacle

8. Researcher interview transcript with Arisna, mother of Habibi

Nama : Arisna
 Day/Date : Tuesday/March 30, 2021
 Time : 6 P.M
 Place : Arisna's House

Researcher	When did you know that your students have difficulty reading / dyslexia?
Arisna	Since 5 years old
Researcher	What is the first step you take when you realized it?
Arisna	First consultation with the teacher, then the teacher suggested consulting with Ulfa as a psychologist then taking a reading class at Bintang Kecil.
Researcher	Are there incidents that can interfere with your student's brain function before giving birth, during studentbirth, and after giving birth? If so, what is the chronology?
Arisna	No incident
Researcher	Are there any sign visible early on? If so, what are they?
Arisna	More active than his sister, unfocused,
Researcher	How is your role in educating your students?
Arisna	Not really, because if I study at home I don't force it
Researcher	Are you always accompanying and guiding your student in their study? If so, how do you do it?
Arisna	Sometimes I am accompanied, sometimes with my younger siblings.
Researcher	Do you always provide the learning media to read at home? If so, what kind of learning media?
Arisna	No, i do not. Only use books from school
Researcher	Are you having difficulty in educating your students in reading?
Arisna	No, it all depends on the student, if you want it's easy

Researcher	Is there special media that you prepare at home to teach reading for your students?
Arisna	Nothing
Researcher	What is the obstacle that has you faced in overcoming your students?
Arisna	The focus is, if you don't focus it is very difficult to teach him, if he says no then don't be forced, he can tantrum

9. Researcher interview transcript with Oli Mutia, mother of Ahmad Hanif

Nama : Oly Mutia
 Day/Date : Wednesday /March 31, 2021
 Time : 4 P.M
 Place : Blang Padang, Banda Aceh

Researcher	When did you know that your students have difficulty reading / dyslexia?
Oli Mutia	Since 6 years old
Researcher	What is the first step you take when you realized it?
Oli Mutia	First I looked for information on the internet and followed the recommended method from the internet, then I got information about reading classes at Bintang Kecil, so I immediately registered my student
Researcher	Are there incidents that can interfere with your student's brain function before giving birth, during studentbirth, and after giving birth? If so, what is the chronology?
Oli Mutia	If the incident did not exist, but when I was pregnant I had measles
Researcher	Are there any sign visible early on? If so, what are they?
Oli Mutia	Speech delay, more active but not classified as hyperactive, and difficult to remember what was taught, hard to accept lessons
Researcher	How is your role in educating your students?
Oli Mutia	I am not too overly at home, more flexible and relaxed when educating him in learning to read, because I am afraid he will be depressed
Researcher	Are you always accompanying and guiding your student in their study? If so, how do you do it?
Oli Mutia	Yes but not routine, because I work, if the night is not routine because it's a break time, so it is more flexible when eating or watching or playing, I also teach to recognize letters

Researcher	Do you always provide the learning media to read at home? If so, what kind of learning media?
Oli Mutia	Book from school, and card
Researcher	Are you having difficulty in educating your students in reading?
Oli Mutia	Nothing, especially Hnif an obedient student, I just don't want to force him to keep learning
Researcher	Is there special media that you prepare at home to teach reading for your students?
Oli Mutia	Yes, I made a picture card that was given a name and color, so it's easy for a card like that, Hanif can remember it
Researcher	What is the obstacle that has you faced in overcoming your students?
Oli Mutia	The obstacle is time, because I work all day, so there is little time to guide my student

10. Researcher interview transcript with Maria Ulfa, mother of Ibung

Nama : Maria Ulfa
 Day/Date : Tuesday /April 06, 2021
 Time : 10 A.M
 Place : Muhammadiyah Univercity, Banda Aceh

Researcher	When did you know that your students have difficulty reading / dyslexia?
Ulfa	4 years old
Researcher	What is the first step you take when you realized it?
Ulfa	I train with his sensory methods, such as swimming when I realize he has dyslexia symptoms
Researcher	Are there incidents that can interfere with your student's brain function before giving birth, during studentbirth, and after giving birth? If so, what is the chronology?
Ulfa	There is no incident
Researcher	Are there any sign visible early on? If so, what are they?
Ulfa	He is 1 year old and has a lot of vocabulary but can't put the words in, he always says words according to EYD, easily forgets things
Researcher	How is your role in educating your students?
Ulfa	Of course still the role of mother, not forcing her
Researcher	Are you always accompanying and guiding your student in their study? If so, how do you do it?
Ulfa	Because every morning he has studied with the teacher, so I just repeat it
Researcher	Do you always provide the learning media to read at home? If so, what kind of learning media?
Ulfa	Iya, pictures card and television.

Researcher	Are you having difficulty in educating your students in reading?
Ulfa	My student is difficult to control and clumsy, in the sense that if my student learns that the paper is dirty or folded, he doesn't want to.
Researcher	Is there special media that you prepare at home to teach reading for your students?
Ulfa	Card pictures and learning videos.
Researcher	What is the obstacle that has you faced in overcoming your students?
Ulfa	The obstacles are in the nature and character of the student. as I said my son doesn't like rules so that's the problem.

Appendix 3

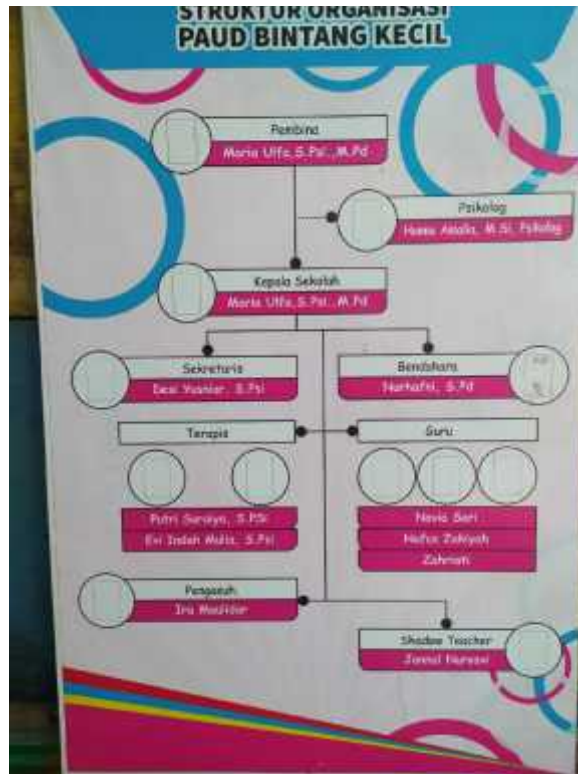
Documentation



(The front yard of Cahaya Bintang Kecil)



(A place to learn to read)



(Management structure of Cahaya Bintang Kecil Foundation)



(The bag rack on Cahaya Bintang Kecil foundation)



(Learning Activities of Reading Class)



(Therapy Room)



(rules of use of the therapy room)



(books used by dyslexic students)

Appendix 4

BACKGROUND OF RESEARCH SUBJECT 1**A. Identity**

- | | |
|---|-----------------------------|
| 1. Name | : Nafil Ziyad |
| 2. TTL | : Banda Aceh, |
| 3. Gender | : Men |
| 4. Address | : Blang Bintang |
| 5. What order do you come in your family: | : 3rd student of 4 siblings |
| 6. Father's name | : Oktaviano (Alm) |
| 7. Mother's name | : Marfirawani |

B. Students's Language Development

- | | |
|---|-----------------|
| 1. Start chattering at an age | : 6 months old |
| 2. Start speaking one syllable meaningful sentence
(eg 'pa' means papa ') at age | : 1,2 years old |
| 3. Speaking one syllable is meaningful at age1,6 years old
(for example: father, mother, etc.) | : 1,6 years old |
| 4. Speak in complete sentences | : 2 years old |
| 5. Able to recognize the alphabet at age | : 4 years old |

BACKGROUND OF RESEARCH SUBJECT 2

A. Identity

- | | |
|--|---|
| 1. Name | : Ahmad Hanif Martin |
| 2. TTL | : Banda Aceh, 29 Maret 2014 |
| 3. Gender | : Laki-Laki |
| 4. Address | : Jl. Hasan Saleh, lorong Ipps,
No. 3a, Neusu Aceh |
| 5. What order do you come in your family | : 3rd of 3 siblings |
| 6. Father's name | : Afrizal |
| 7. Mother's name | : Oly Mutia |

B. Students's Language Development

- | | |
|---|-----------------|
| 1. Start chattering at an age | : 10 Month old |
| 2. Start speaking one syllable meaningful sentence
(eg 'pa' means papa ') at age | : 12 month old |
| 3. Speaking one syllable is meaningful at age
(for example: father, mother, etc) | : 1,6 years old |
| 4. Speak in complete sentences | : 2 years old |
| 5. Able to recognize the alphabet at age | : 5 years old |

BACKGROUND OF RESEARCH SUBJECT 3

A. Identity

- | | |
|--|---------------------------|
| 1. Nama | : Eldia Tambora Ferdian |
| 2. TTL | : Banda Aceh, 13-09- 2015 |
| 3. Gender | : Men |
| 4. Address | : Jl. Punge, Blang Cut |
| 5. What order do you come in your family | : 4 of 6 siblings |
| 6. Father's name | : Alit Ferdian |
| 7. Mother's name | : Maria Ulfa |

B. Students's Language Development

- | | |
|--|----------------|
| 1. Start chattering at an age | : 9 months old |
| 2. Start speaking one syllable meaningful sentence
(eg 'pa' means papa ') at age | : 1 years old |
| 3. Speaking one syllable is meaningful at age
(for example: father, mother, etc.) | : 1 years old |
| 4. Speak in complete sentences | : 2 years old |
| 5. Able to recognize the alphabet at age | : 5 years old |

BACKGROUND OF RESEARCH SUBJECT 4

A. Identity

- | | |
|--|---|
| 1. Name | : Habibi Munir |
| 2. TTL | : Banda Aceh, 08-09- 2015 |
| 3. Gender | : Men |
| 4. Address | : Jl. Danau Tondano, No.39.
Komplek Rahmi Permai
Desa Gue Gajah, Aceh Besar |
| 5. What order do you come in your family | : 1 of 2 siblings |
| 6. Father's name | : Indragunawan |
| 7. Mother's name | : Arisna |

B. Students's Language Development

- | | |
|---|-----------------|
| 1 Start chattering at an age | : - |
| 2 Start speaking one syllable meaningful sentence
(eg 'pa' means papa ') at age | : 1,5 years old |
| 3 Speaking one syllable is meaningful at age
(for example: father, mother, etc.) | : 2 years old |
| 4 Speak in complete sentences | : 3 years old |
| 5 Able to recognize the alphabet at age | : 4 years old |

Background Of Teacher

1. Personal Information

Name : Rosdiana, S.Psi
Address : Jl. Geuce, Kaye Jato
Place, Date of Birth : Pepalang, 17 Agustus 1998
Email : Rosdiana1998@gmail.com

2. Educational Background

Elementary school : SDN 4 Pegasing
Junior high school : SMPN 4 Takengon
Senior high school : MAN 2 Takengon
University : UIN Ar Raniry – Psychology Department

3. Course and Training

- a. Participants of the Talents Mapping workshop "Early Ability Detection in Children"
- b. Assessor training in 2020

4. Organization Experience

- a. Member of Islamic Community (2011-2015)
- b. Administrator of PIK-KRR (2013-2015)
- c. LDK Ar Risalah – academic and potetial (2018)
- d. Member of FIKRAH (2017-2018)

4. Work Experience

- a. Coach at the house of children with special needs Evi Mulia (6 months)
- b. Coach at Acehnese youth research in 2020
- c. Teaching at Cahaya Bintang Kecil

Banda Aceh, Augst 26 2021



Rosdiana, S.Psi

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Maria Ulfa, S.Psi, M.Pd

Jabatan : Pembina Yayasan

Instansi : Yayasan Cahaya Bintang Kecil

Telah memvalidasi instrumen dari penelitian yang berjudul “The Obstacle of 6 to 7 Years Dyslexia’s Student in Compreheding Reading” oleh peneliti:

Nama : Intan Sri Rezeki

NIM : 1711060023

Prodi : Pendidikan Bahasa Inggris

Demikian surat keterangan ini dibuat agar bisa digunakan dengan semestinya.

Banda Aceh, 22 Maret 2021
Pembina Yayasan Cahaya Bintang Kecil



Maria Ulfa, S.Psi, M.Pd

AUTHOBIOGRAPHY



Intan Sri Rezeki was born on May 5, 1998 in Medan. Her father, Irwan Ginting is a wiraswasta and her mother, Sutini was a house wife. She is the third child of three children in her family. She started her study at SDN 060862 Medan in 2005. She graduated in 2010 and she continued her study at SMP Swasta YWKA Medan. In 2013, she continued her study at SMK Laksamana Martadinata Medan with the major is accountancy and graduated in 2016. Afterward, in 2017 she continued her study in English Education Department at Bina Bangsa Getsempena University Banda Aceh. And she finished the recruitment for degree of sarjana pendidikan (S1) in 2021.