THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE
FOR STUDENTS WITH DYSLEXIA

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Abstract: This study aimed at investigating the teaching of English for students with dyslexia at Pantara School in Tebet, Jakarta. The focuses of this study were (1) to elaborate the dyslexic students the way they deal with English learning activities and (2) the strategies used by the teachers in coping the barriers in EFL learning process. This study was conducted under a qualitative descriptive through naturalistic approach. The data were collected through observation, interview and documentation. The key informants were the dyslexic students in grade IV and V, the English teachers, the headmaster and the psychologist. The findings of this study were (1) the common point all students with dyslexia faced was a difficulty with the written language and failure to recognize and interpret what is perceived. However, each student with dyslexia has a different stage, style and some sets of features in dealing with EFL even though they are in the same grade. Moreover, (2) the strategies were used by the English teachers at Pantara School can be divided up into three courses: i.e. making the material more accessible, utilizing appropriate and interesting tools and media, and giving distinctive assessment for each student’s uniqueness and needs. From the results of the research, it can be concluded that the common points dyslexic students faced in learning EFL at Pantara School were lack of concentration, minimum interest and no specific textbook, a difficulty with the written language and failure to recognize and interpret what is perceived; and, the English Teachers implemented various methods and strategies such as using didactic method, tools and media, and distinctive assessment.

Keywords: TEFL, Dyslexia, Learning Disability, Students with Special Needs, Inclusive School

Introduction

As unique and variety individuals, children has diverse of talents, abilities, stages, styles and tendencies in learning process. As a formal institution and the most important part in education program, school is certainly purposed for all children coming from different classes and sections of the society. Therefore, education should embrace all characteristics of children equally without any discrimination. This is in line with the spirit of 1945 Constitution Chapter 31 about the rights of citizen around the world to obtain the education which belong to all (DEPDIKNAS, Mendikdasmen, 2007, p. iii). In other words, it can be said that equal education is the liberties for all children with no exception.

Therefore, the education opportunity is widely open for all children, whether they are ordinary students or students with special needs. It is strengthened by the handbook of inclusive school, Pedoman Umum Penyelenggaraan Sekolah Inklusif Departemen Pendidikan Nasional Direktorat Jendral Mendikdasmen Direktorat Pembinaan Sekolah Laur Biasa 2007, that mentions the opportunity for children with special needs to reach education is in line and supported by Salamanca Declaration as an extension of purpose of Education for All by considering the error of
the core policy required to encourage inclusive education approach (2007, p. 1). The statement highlighted that the government is to have the awareness that an unordinary children who with specific needs have equivalent opportunity to achieve education by providing inclusive schools to facilitate them.

Occasionally, the society neglected that the children have various intellectual abilities according to their condition. People, even the educators as well, tend to expect that the children possess similar accomplishment. As well known, in school, students from various backgrounds with different interests, expectations, needs and certainly learning styles and abilities are gathered, yet, they are required to reach the equivalent goals by the same indicators.

On the other hand, there are children with different or specific unexpected condition called children with special needs and children with Learning Disabilities (LD) that in depth need of more attention, special treatment and particular strategies in learning process more than ordinary normal students. Meanwhile, students with LD are those who have difficulties in one or several areas such as reading called dyslexia, writing called dysgraphia, numeracy called dyscalculia, and speaking called dysphasia, difficult concentration, and hyperactivity. One of those mentioned difficulties called dyslexia, the case in which children face hardness in acquiring language learning skills significantly in some partial aspects, such as speaking, writing, reading, memorizing, and spelling. Some of these students also have difficulty in expressing their ideas in handwriting, but some are so skilled and imaginative in responding something verbally.

Dyslexia as one of learning disabilities is the condition when a person loses partial or loss of the ability to read as the result of illness, accident or brain surgery (Field, 2004, p. 98). This condition of learning, reading and writing difficulties inhibit person to learn in an ordinary way. Dyslexia typically is clinically manifested when the child first goes to school and has to cope with learning how to read. In general, dyslexia is only pointed in reading and writing difficulties, not in the development of other abilities such as intelligence, the analysis ability, sensory power and some scopes of student abilities. In many cases, dyslexia tends to have difficulties in analyzing between symbols of letters with how he/she sounds it, for example “\b\” changeable by “\d\”, and when he/she was asked to write “boy”, he/she write “doy” instead. They hardly differentiate words with resemble forms or sounds and even some of them also see as if the letters are dancing, jumping or moving as they are trying to read the words.

Regarding language learning, Shaywitz (2004) proposed on New Journal of Medicine that although dyslexia is first and foremost a reading impairment, it is frequently associated also with difficulties in spoken language processing. It means that besides the effect toward reading and writing ability, dyslexia also enables to influence child’s linguistic production or verbal communication ability. Based on some experts, dyslexia seems to be a very elusive condition. Some are still arguing over its nature, origin and symptoms, since dyslexia has many faces. Dyslexia manifests itself by significant difficulties in the acquisition and use of writing, reading, speaking, listening, reasoning and mathematical abilities. Generally, dyslexia is recognized as the kind of reading disorder.

Likewise other learning disabilities (LD), dyslexic students need compensatory strategies and appropriate treatment so that they can learn to read and write by giving motivation to learn and encouragement to cope with their difficulties in learning. Nevertheless, it should be recognized that people with dyslexia are not mentally retarded. This is more to the delay in the process of learning to read and speak. They are not even shunned and ostracized, but they are children who have a talent in it.
Therefore, the proper direction and teaching is very necessary for these students with dyslexia referring to the point that each child is unique with his or her own flairs. It is important to be aware of children with dyslexia is not an idiot child, lazy learning, or do not want to learn but they have difficulty in learning. Because every child does not has similar capability to understand what they learn. Parents and teachers are the key actors in educating children with dyslexia. They are not to be shunned yet to be approached. Somehow, either ordinary students or students with learning difficulties have the same right to gain the opportunity in learning activity, including in learning English as foreign language.

In Indonesia, English is adopted as a foreign language which has a purpose to prepare the generation who are ready to face globalization era where English is the connecting language as well as the international language. Therefore, English means something important for the students to be taught at schools based on situation and condition of the object area. All of the students have the opportunity in learning English regardless of what their background and condition. In other words, it is not only normal students who have to learn EFL subject, but also students with LD including dyslexia. But the problem is there is less inadequate support, either in instructional strategies or specific curriculum to help the students with this learning disability.

Furthermore, dyslexia as a reading disorder is considered as the most common language disability in which individuals experience difficulties from language processing and specifically with reading. In spite of this widespread nature in Indonesia, not too many studies have been carried out on dyslexia compared to English-speaking countries. Also, the available studies have mostly focused on dyslexia in the native language rather than in the foreign language context; so, the finding in the foreign or second language is not rich.

Based on the background of the problems above, the main objectives of this study is to investigate how the teaching of EFL is conducted and formulated for students with dyslexia in one of the inclusive schools in Indonesia’ capital, namely at Pantara School in Tebet, Jakarta. The focuses of the study will involve some key sub-focuses such as learning activities and the strategies in the EFL context for dyslexic students. Furthermore, this research is purposed to highlight the areas in which those students with dyslexia show the most difficulties in English learning.

**Research Questions**

Based on the focus of the researcher, the research questions as follows:

1. How did students with dyslexia deal with EFL learning activity?
2. How did the teachers and dyslexic students cope with the barriers faced in EFL learning?

**The Objectives of the Study**

Based on the research questions above the objectives of the studies are as follow:

1. to describe students with dyslexia deal with EFL learning activities; and
2. to describe the teachers and dyslexic students cope with the barriers faced in EFL teaching and learning process.

**Significance of the Study**

This study generally purposed to raise the awareness and understanding of how children with LD especially dyslexia learn English as a foreign language. The most significance hoped to be conveyed from this study are:
Theoretically, this study is expected to contribute an additional knowledge and information of how students with reading and writing impairment called dyslexia deal with learning English as a foreign language. And it has become our responsibility as the educational practitioners to provide them a good quality of education.

Practically, the result of the study is hoped to be useful not only for the researcher to fulfill the requirement of master’s degree, but also for related parties and stakeholders such as the teachers, school’s staff, and further researchers.

**Literature Review**

Based on the objectives of the study that focus on two main aspects such as learning activities and the strategies used in EFL teaching and learning for dyslexic students, this chapter will present some theories and literatures related to aforementioned issues. This review includes the nature of dyslexia with some relatedly expounding sub-chapters and the methods and strategies in EFL teaching learning activities for students with dyslexia.

**The Nature of Dyslexia**

Language disorders, known as aphasias, are presumed to have as their cause some of damages to some of specific sites in hemisphere where language is located. Aphasias are generally classifiable into two groups, Broca aphasias and Wernicke aphasias by finding abnormalities in the two areas. The type of aphasia which involves disorder in reading and writing is called dyslexia.

The term “dyslexia” was first used by Berlin of Stuttgart in 1887 as an alternative to call “word blindness”. There was numerous definitions of dyslexia. Dyslexia came from a Greek word “dys” means difficulties, and “lexia” means word. This gives dyslexia a definition of difficulties in using lexicon or word or difficulty with words and linguistic process (Kristen, 2002, p.124). Dyslexia is kind of learning disability was identified more than a hundred years ago and before the term dyslexia come to prominence, this learning disability used to be known as “word blindness”. He also has expanded the definition of dyslexia as the complication in language among children who are in the process of learning and fail to acquire the ability of reading, writing or spelling in parallel with their other intellectual abilities. It can also have an impact on cognitive processes such as memory, speed of processing, time management, coordination and automaticity. There may be visual and, or phonological difficulties and there are usually some discrepancies in educational performances. The figure from Pollock and friends’ book bellow helps picturing how dyslexic student shows his difference.
Furthermore, The British Dyslexia Association (BDA) is giving a definition of dyslexia as a combination of abilities and difficulties which is affects the learning process in one or more of reading, spelling and writing. Accompanying weakness may be identified in areas of speed processing, short-term memory, sequencing auditory and/or visual perception, spoken language and motor skills. It is particularly related to mastering and using written language, which may include alphabetic, numeric and musical notation (Peer, 200, p. 201). Further evidence supports the efficacy of intensive intervention programs for students with dyslexia as demonstrated by Simos et al. (2002).

Regarding reading disorder also dyslexia can affect any part of reading process, including difficulty with accurate or fluent or recognition, or both word decoding, reading rate, prosody (oral reading with expression), and reading comprehension (Edaghati et al., 2010). Trudy stated (2009, p. 3) that when people think of dyslexia their first image may be of a person experiencing difficulty with reading or reversing ‘b’ and ‘d’ when writing. However, this is true in only some cases, dyslexia is much more than a difficulty with reading and writing. The inability is atrocious until they cannot differentiate letters b=d’, u=n’, m=w’, g=q’, p=q’, and b=p’. Some of them also see as if the letters are dancing and moving through they are trying to read a words or sentences. They even have difficulties in concentrating, giving perceptions, memorizing, speaking, thinking, abstracting, eyes-hand coordination, socializing (low self-esteem) and obtaining low grade with poor performance. Therefore, they find difficulties in adapting themselves with the learning system that we have.

The Irish Task force on Dyslexia (2001, p. 93), have defined dyslexia as manifested in a continuum of specific learning difficulties related to the acquisition of basic skills in reading, spelling and/or writing, such difficulties being unexpected in relation to a person's other abilities and educational experiences. Dyslexia can be described at the neurological, cognitive and behavioral level. It is typically characterized by inefficient information processing, including difficulties in phonological processing, working memory, rapid naming and automaticity of basic skills. Difficulties in organization, sequencing and motor skills may also be present. This definition recognizes that dyslexia can be described at the neurological, cognitive and behavioral levels. Differences at the neurological level give rise to difficulties processing information at the cognitive level which results in problems in reading, writing/spelling at the behavioral level.

Dyslexia as a reading and spelling difficulty which is discrepant with intelligence and educational opportunities has been characterized as a language based disorder where ‘language’ is a term for what theoretical linguists would tend to call ‘grammar’. In addition to their relatively poor written language skills, children with developmental dyslexia have been found to exhibit difficulty on a variety of language tasks, including speech perception and production and syntactic sensitivity (e.g., Manis, Keating & Seidenberg, 2000). This raises the question whether these language difficulties are secondary to a reading deficit or whether they (partly) cause dyslexia. In many cases, dyslexia found since child in which a person try to make communicate with another. Such Snyder (2007, p. 203) states after his research about “child language” that in the child’s spontaneous speech one finds astonishingly few of the logically possible errors of commission. Instead, the vast majority of children’s mistakes are errors of omission. The details vary somewhat for syntax, morphology, and phonology, but some version of the generalization appears to hold true throughout.
Developmental dyslexia is a specific learning difficulty or learning difference which affects many aspects of life and learning. In the most widely accepted current definition of dyslexia proposed by Lyon & Shaywitz (2003, p. 2) dyslexia as a specific learning disability “is neurobiological in origin, it is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities”. The origins of these difficulties stems from a deficit in the phonological component of language. The immediate consequence of dyslexia may include problem in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

From some theories above dyslexia can be concluded as a language disorder in the neurological scope which inhibits a person to read, therefore she/he less increase on their learning potency. It is evidenced by the number of studies examining the effects and the impacts due to dyslexia exhibited by sufferers. It is usually pointed by the difficulty of reading which destroyed cognition area. Such as memories, a speed of input process, an ability to manage the time, and coordination.

A child with dyslexia probably has the difficulty of visual and phonological in the linguistic production. Reading and spelling are the prime problems for children with dyslexia. However, a growing body of research shows that their academic problems are related to a wide range of psychosocial problems, such as inattentiveness, low motivation for schoolwork, dropping out of school, fear of failure, depression, anxiety, loneliness, low self-esteem, and poor peer relations.

Recognizing Dyslexia

Although there is much more awareness about dyslexia now than in the past there is still evidence that a lot of students go undiagnosed until after they enter third level. College lecturers frequently ask how they can recognize a student with dyslexia. Based on Trudy (2009, pp. 16—17), the main indicators are:

a. significant discrepancy between oral and written;
b. unusual and inconsistent spelling;
c. untidy handwriting;
d. slow reading with inaccuracies;
e. inaccuracy in reading due to visual discomfort;
f. mispronounces or misuses words;
g. difficulty writing and planning essay;
h. does not complete assignments or hand in work;
i. poor memorization skills;
j. problems recalling names of some words;
k. difficulty organizing and sequencing tasks;
l. problems taking notes from overheads/lectures;
m. trouble outlining or summarizing; and
n. poor time management skills.

Learning Difficulties Experienced by Students with Dyslexia

Dyslexia involves the disruption of the processing of individual linguistic units called phonemes, which involves the whole speech and written words. Phonemes and morphemes are the basic elements of the language system, and are essential in the preparation phoneme words in speech and writing. Phonological processing areas in the brain have to break words into phonemes.
units before word can be identified, understood, stored or remembered. In everyday speech, this process takes place automatically unnoticed by the speaker and listener. When talking phonemes automatically arranged into complete words and be heard with no break, although a word heard in the sound, the word is actually composed of several phonemes.

Research shows that reading shows how to speak of a person. The process of reading involves perceptual codes alphabet known as phonemes in other words, one symbol indicates one phoneme. To read, one must recognize the look of letters in a certain order can only be a sound of the letter. To learn to read, the individual must be able to unite letters into sounds and then change the letters into words spontaneously. This process involves reading fluency quite quickly, and the reader must also remember the words and their meanings connect to the sentence or paragraph that is read. Slow processing of phonemes which are major causes of reading disorders. The ability of the poor in the process of bringing together the letters, speed and memory affect a person's ability to read. Children with dyslexia usually have problems in identifying the different phonemes and put them together to form words.

Based on Moats (2009, pp. 43—60), although individual cases are varying, many people with dyslexia experience difficulties in one or more of the following areas:

1) Memory

Some students will have a poor memory for what they see or hear in the short term and cannot hold onto information presented visually/orally long enough to process it and commit it to long term memory. This leads to difficulty with:

a. lectures: students are expected to understand, listen and write;

b. comprehending a lengthy text: student may have forgotten what was at start of chapter when on second or third page; and

c. remembering spelling patterns and sounds recalling times tables, formulae and number facts.

2) Reading

Most difficulties with reading due to dyslexia are caused by poor word recognition and this combined with poor memory can result in comprehension difficulties. Difficulties with reading include:

a. reading aloud;

b. skimming for overview;

c. reading with speed and accuracy;

d. losing place in text;

e. blurring of words or text jumping; and

f. confusion caused by background or decorative fonts.

3) Writing

Most dyslexic students will avoid words they cannot spell when writing this affects the quality of the written work and can result in poor or simplified expression of ideas. Omission of punctuation and function words will further distort the quality of written work in exam situations and in lectures. Main writing difficulties are:

a. writing at speed;

b. poor expression due to vocabulary limited by spelling;

c. poor syntax; and

d. poor quality lecture notes.

4) Spelling
In some cases where the spelling is very poor it will mask the meaning. Common spelling difficulties are:

a. letter reversals;
b. omission or addition of letters/syllables;
c. transpositions of letters within words;
d. phonetically based spelling/inconsistent spelling; and
e. not applying spelling rules.

5) Handwriting

Very poor fine motor control is often associated with dyslexia and this can result in poor handwriting, immature letter formation, uneven letter size and inappropriate use of capital letters.

6) Organization

Students who have organizational difficulties can struggle with:

a. timetables and deadlines;
b. structure of essays and assignments;
c. sequencing information when hearing, writing or reading;
d. confusing temporal relationships, such as clock, times or dates; and
e. poor recall of directions or sequence of instructions.

7) Speech

Some students with dyslexia experience minor speech difficulties which can cause distress when reading aloud, making presentations or answering questions posed by tutor in class. These difficulties include:

a. mispronouncing multi-syllabic words;
b. substituting a word for a similar sounding words; and
c. spoonerisms, swopping the first consonant of two.

The Characteristics of Literacy Difficulties

According to Michael Farrell (2006), in the study of dyslexic student in learning language there are some difficulties involved its identification and assessment in three areas of language skills (reading, writing, and spelling), such as elaborated below:

<table>
<thead>
<tr>
<th>Reading Difficulties</th>
<th>Identification and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hesitate over words.</td>
<td>1. A profile of kinds of errors that the students make (see the characteristics of reading difficulties above), for example using miscue analysis.</td>
</tr>
<tr>
<td>2. Confused by: the letters with similar shapes such as “u” and “n”; visually similar words such as “was” and “saw”; and small words such as “it” and “is”.</td>
<td>2. An indication of how the students read (e.g. whether he is hesitant over words).</td>
</tr>
<tr>
<td>3. Omit. Omission or addition of letters/syllables.</td>
<td>3. An indication of whether the students tend to prefer silent reading or reading aloud and whether one leads to fewer mistakes that the other.</td>
</tr>
<tr>
<td>4. Make errors regarding: semantically related words, for example reading “cat” for “dog”;</td>
<td></td>
</tr>
</tbody>
</table>
- polysyllabic words such as “animal”, “corridor”, “family” and so on; and
- grammar, including the inconsistent use of tense.

<table>
<thead>
<tr>
<th>Writing Difficulties</th>
<th>Identification and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be reluctant to write.</td>
<td></td>
</tr>
<tr>
<td>2. Have particular difficulty in copying and writing from the board and find it easier to copy from material on his desk or table.</td>
<td></td>
</tr>
<tr>
<td>3. Have an in consistent handwriting style.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling Difficulties</th>
<th>Identification and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The words end with “er”, “or” and “ar” for example spelling “paper” as “papor” or “papar”.</td>
<td></td>
</tr>
<tr>
<td>2. Commonly use words as well as less frequently used ones.</td>
<td></td>
</tr>
<tr>
<td>3. Certain sound such “s” and “z”.</td>
<td></td>
</tr>
</tbody>
</table>

The Methods for Dyslexia in Learning Activities

Referring to Aries from the Department of Modern Language and Literatures College of William and Mary Williamsburg, he outlined in his article “Learning Disabilities and Foreign Language: A Curriculum Approach to the Design of Inclusive Courses” some commonly known theories and methods used when working with dyslexic students. The theories are many and just which one is the most successful is difficult to say. Some believe that students with dyslexia syndrome work best by combining language studies with physical movement, music or art as seen in the Suggestopedia approach or the Total Physical Response (TPR) approach by Asher. Others feel that by using a “whole languages” approach with dyslexic students they are not given the needed instruction explaining the phonetic and grammar of the Foreign Language. Some experts agreed that in learning foreign languages, “communicative approach” is more important that much attention on the grammar language. This is important to be paid attention, where the students with dyslexia were asked to work on speaking more than writing and reading. This theory is based on Krashen (2013) which is believed that an ambitious grammar-based syllabus may actually impede acquisition. Hence, it is already known that acquisition is different from learning, since the former is based more on the subconscious (acquiring of language) than conscious process (learning of grammatical rules).

Ganscow and Sparks (2006, pp. 22—25) believe that the best way to help the students with dyslexia syndrome in learning a foreign language is the use of Multi-Sensory Learning (MSL) approach which is based on Orton-Gillingham approach, one of the first program created for dyslexic students. The MSL approach uses a combination of senses to teach a foreign language. The point of MSL is based on understanding that the use of a combination of senses when learning a FL is essential, no matter what a varied of the strategies. One of the specific strategies is
breaking words into distinct graphemes that the students will first see, then write and say simultaneously, feeling where the tongue is placed in the mouth in order to pronounce a particular phoneme, break words into syllables by tapping their pencil for each, color coding each vowel letter to see the distinction, placing vocabulary words into a context by including pictures and images, using metacognitive teaching by explaining similarities and differences between native and foreign languages, acting out vocabulary and commonly used phrases using movement, listening to audio-CDs during reading assignments (Sparks and Miller, 2000, pp. 127—130).

**Previous Studies**

Regarding the study of children with dyslexia, there were some researches which have been conducted. During many years of research on dyslexia, researchers have come to somewhat good understanding of the nature of the impairment, although the extent to which it might effect of transfer to learning a foreign language has not been fully covered in the literature. As more research is being done and more teachers are recognizing the problem, more solutions are being created for the students and teachers facing the challenge of learning and teaching a foreign language.

Likewise the study of dyslexia and second language had done conducted by Ghazaleh (2011). The study was aimed to investigate whether Iranian Dyslexic students in middle school have difficulties learning foreign language (English and Arabic) and also to highlight the areas in which these individuals show the most difficulty. The information data collection was gathered by distributing questionnaire. The finding of the study showed that Iranian students with dyslexia disorder encounter many difficulties in learning English and Arabic as foreign languages and they are significantly weak in spelling, reading and phonological processing compared with normal students.

However, the interest in a study also carried out by Ho & Fong (2015). Chinese dyslexia children were examined in order to find out whether they have problems learning English as a second Language. The method of study was conducted by compared Chinese primary school dyslexic children with normally achieving children on a number of tasks relating to English vocabulary, reading and phonological processing. The results showed that the dyslexic group performed significantly worse than the control group in almost all the English measures. The findings postulated that Chinese dyslexic children also encounter problem in learning English as a second language, and they are almost weak in phonological processing both in Chinese and English. However, phonological skills were found to correlate significantly with English reading but not with Chinese reading in the dyslexic children. They suggested that there are both common and specific causes to reading problems in Chinese and English. Phonological deficit is more specific to reading problems in English, while Visual-orthographic deficit appears to be more specific to reading difficulties in Chinese.

In another similar study carried out by Hellend & Kaasa (2005), a group of Norwegian dyslexic English language learners were examined and compared to an age and gender matched control group. They develop a test battery of verbal and written tasks, based on which, they assessed their participant. They found significant differences between the dyslexia group and control group. The dyslexic group had especial difficulty with morphology and spelling.

Kien and Suk-Han attempted to answer the question “what are the reading-related cognitive skills that contributes to English and Chinese word reading?” on their study (2010, pp. 195—211). The objective of the study was examining the relation between reading-related cognitive skills and word reading development of Chinese children with dyslexia in their Chinese language as a L1
and English as L2. This study examine 84 bilingual children, 28 of them are dyslexic disorder, 28 chronological age (CA) controls, and 28 reading-level (RL) controls-participated and were administrated measures of word reading, rapid naming, visual-orthographic skills, and morphological and phonological awareness in both L1 and L2. The result revealed children with dyslexia disorder showed weaker performance than CA controls in both languages and had more difficulties in phonological awareness in English but not in Chinese. The result give the evidence for difference phonological units of awareness related to the characteristics of the different language being learned, supporting the psycholinguistic grain size and linguistic coding differences hypotheses.

While, related to learning English in students with dyslexia, Crombie (2000, pp.112—123) said the findings from several studies on dyslexic students learning a foreign language indicate that many students often face serious problems in the language classroom. It seems that learners with dyslexia who lack solid foundation in their native language are generally confronted with foreign language learning difficulties.

These problems are concerned in the contexts where students with dyslexia are required to learn a foreign language at the primary school level. For dyslexic primary school children who have not reached a fair level of competency in their mother tongue, having to learn another language can be more problematic (Crombie, 2000, p. 285). Hence, teacher behavior plays an essential role in shaping the attitude of dyslexic learners to learning a foreign language. Previous research suggested positive teacher behavior and various motivation instructional strategies in teaching foreign languages to students with dyslexia. Therefore, it is of great importance that learners with dyslexia are provided with extra assistance and support in the language classroom particularly as the following:

1) the use of multi-sensory techniques based on a combination of aural, visual, tactile and kinesthetic aspects to facilitate learning;  
2) the use of in-class accommodations such as offering frequent revision opportunities, adjusting the pace of verbal instruction to student’s needs and placing him/her in an appropriate place in the class;  
3) talking to the child about what poses the most difficulty for him/her in the classroom;  
4) the use of large-font course books not overloaded with lexical items and grammatical structures;  
5) the use of information technology to reinforce the teaching of a foreign language,  
6) getting information about a dyslexic, his family, friends and environment;  
7) changing dyslexic student's negative attitude to himself/herself and helping the child build confidence in him/her;  
8) getting help and support from a specialist while deciding on appropriate classroom accommodations;  
9) offering compensatory classes or forming special groups where specific methods to foster the development of foreign language competence of dyslexic students are applied; and  
10) the use of tutorial support with clear and well-structured explanations.

Based on some previous related studies above, the writers concluded that the most found problem of students with dyslexia in learning a second or foreign language is the weakness in phonological processing, morphology and spelling. Moreover those researchers also found another discovering there is a strong relationship between phonological awareness and working memory. In addition, phonological awareness and working memory may have an effect on children’s
phonological sensitivity and reading skills. The findings from several studies on dyslexic students learning a foreign language also indicate that many students often face serious problems in the language classroom. It seems that learners with dyslexia who lack solid foundation in their native language are generally confronted with foreign language learning difficulties, such as phonological processing such as repeating utterances, recitation and fluent speech, poor phonemic awareness, confusion over, difficulties in reading, problems related to writing and copying, also including spelling difficulties, difficulties in learning vocabulary, lack of meta-cognitive, poor self and so on. Most results of the studies were demonstrated that the verbal intelligence of the dyslexia was significantly lower than that of the normal student.

Finally, regarding this study, “The Teaching of English as a Foreign Language for Student with dyslexia” is proposed to investigate how Indonesian dyslexic students learn English as foreign language. It will be slightly difference from those previous related studies which had been done by some experts that English as Second Language, but as well-known in Indonesia, English is still as a foreign language. This distinction between second and foreign language will also influence the case and challenges. Furthermore, this study not only investigated how dyslexic student deals with learning EFL but also included some aspects around it such as the curriculums, syllabus, learning activities up to the strategies (assessment). This research also purposed to highlight the areas in which those students with dyslexia show the most difficulty deals with EFL. These kinds of consideration aspect will make this study is richer and wide purposed.

Finding

The finding will be a description of some data findings of this study. The following points are taken into consideration as the objects of this study. The descriptions are made in order to answer the research questions.

How did the students with dyslexia deal with English learning activities?

In the light of subject participants of this research, it was dealing with dyslexic students only in grade IV and V only with different English teachers. The main information found was about how English was taught in each class. As already known, every teacher has different styles and strategies in implementing teaching learning activities. Definitely, the different level of classes also required different treatments and students’ needs. The higher level or class, the higher command should be accomplished. At Pantara School, the English teacher for grade IV is Ms. Agn while for grade V is Ms. Ds.

Classroom Activities of English in Grade IV and V

To gain the natural information as what expected from naturalistic study, the writer had carried out the classroom observation during English learning activities in those classrooms. The writer observed directly by involving herself in the class to do field notes (see observation note at Appendix 1 & 2, pp. 102, 107). The information about classroom teaching learning will be divided into two classes with three stages for each class: i.e. pre-teaching, while teaching and closing.

1) Grade IV

It was a weekly examination day, when on the first day the writer took observation in grade IV. The class was opened by reciting prayer together then greeting each other (between the teacher and students), the teacher then asked about her student’s readiness for today's exercise. Before
beginning the exercise, the teacher invited the students to recall their memory of the last week lesson, namely “Family”, by asking them one by one. As a direct feedback, the teacher gave a compliment to the students who can answer correctly.

The exercise sheet consisted of multiple choices, matching words and blank letters. While the exercise was occurring, the teacher and guardian teachers supervised and accompanied the students to undertake an exercise. When the students particularly those with dyslexia found the barriers regarding literacy difficulties, English teacher and class keeper teachers directly helped to solve their problems. The teacher permitted students who had done the exercise to leave the class.

2) Grade V

The class was opened by praying together led by one of the students who were pointed by the teacher. After reciting prayer and greeting, the teacher invited students to play the game such as warming-up before teaching-learning activity begun. The game was called a Jaws or a kind of games of guessing word where the teacher made some lines composed by a number of letters of certain words, giving clues, and invited the students to guess the expected word. The teacher believed that this kind of games could also stimulate the students with LD mainly for those who with dyslexia to recall their memories of letters and vocabularies. The role of game demanded the students to be able to train their memory of vocabularies and to enhance their spelling.

After warming-up session, the main stage of teaching-learning activities was presentation. The learning was begun by previewing previous lesson where the teacher used to ask students to recall what had been taught last week. English subject was conveyed in the engrossed and absorbable way. It is observed while the teaching-learning carried out using some media and methods such as playing game, role play and singing a song and so on. For instance, as what the writer observed, the teacher used role play method for presenting the material namely “asking something” by asking the students to do an illustration to practice this material. The role play was carried out by dividing the students into some groups in which each group consisted of two persons, it was begun with group A namely “LN and RG”. The teacher asked them to practice a conversation which had been provided at the textbook in front of their friends.

Along the teaching-learning process, the English teacher were always be accompanied by two class keeper teachers who have a responsibility for keeping direct contact with each student, giving a guidance, and helping them to cope with their barriers during learning. The teacher also gave a reward for the student who has done his/her turn.

Daily exercise was always given after the teaching activity. It included the material that had been presented by the teacher. Afterwards, the students completed their exercise, the teacher asked each of them to read their works one by one in order to make them more comprehend the whole lesson of the day. At last, the class was closed by allowing the student to leave the classroom for having break.

The Students with Dyslexia in English Learning Activities

At Pantara School, the psychologist plays the role to provide intensive surveillance towards each student concerning his/her learning difficulties characteristics by taking continuous notes. The main line of the psychologists’s duty is to assist the students develop their skills so that they could find their learning style particularly for those with dyslexia. The psychologist is highly expected to assist the subject teachers in designing learning activities programs by considering the characteristics of each learner.
According to the interview with the psychologist, it was stated that general difficulties of dyslexia found on students with dyslexia at Pantara School are as follows:

a. very low reading;
b. very low spelling;
c. struggle in recognizing lexicon;
d. issues with writing sentences;
e. bad short term memory; and
f. difficulty with key skills.

However, it was stated on the setting of the study on the previous chapter, the main subjects participants of this study were only students with dyslexia in grade IV and V at Pantara School, in Tebet, Jakarta. These students are ED and VT in grade IV and LN and ST in grade V. In order to obtain deep understanding of those students, the writers thought that it was also necessary to dig up the information of student’s psychological condition.

How did the teachers and dyslexic students cope with the barriers faced during EFL teaching and learning activities?

Based on the results of the interview with English teachers then strengthened by classroom observation, both of them agreed that learners with dyslexia generally had better verbal skills than non-verbal skills in EFL. However, it was difficult to hear when they were speaking in the foreign language, English in this case. They also noticed that they needed more time to process what they were going to say in the FL and that their improvisational skills were often weaker than other learning disabilities students.

Accordingly, the English teachers at Pantara School believed that it needed to work differently toward students with dyslexia than with no dyslexia. Hence, they definitely have certain strategies to cope with the barriers difficulty in teaching and learning English for these students. The strategies used by the English Teachers at Pantara School (i.e. Ms. Ds and Ms.Agn) were actually various.

Accessible Materials

The English teachers particularly used the methods or the ways they teach to be more accessible to the students with dyslexia. This included, for example, using a song to memorize vocabularies, using picture to teach verb conjunction, using repetition to help the student transfer and retrieve information to and from their long-term memory and using role play to invite them practice the conversation.

In grade IV, for example, Ms. Agn used to give a paper which was full of pictures and short texts with big fonts when teaching a certain material in order to make students with dyslexia get easier access to it. Meanwhile, Mrs. Agn liked to carry out role play in grade V, she believed that playing the role could take students with dyslexia more interested and focused on the most targets of the material. The table below is how the strategies used by the English teacher to cope with the barriers by making the material more accessible.

<table>
<thead>
<tr>
<th>No</th>
<th>Barrier Cases</th>
<th>Teacher’s Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>One of the difficulties faced by ED was a perplexity or confusion on certain similar</td>
<td>For these cases, the teacher took the role as a corrector who immediately</td>
</tr>
</tbody>
</table>
The sound of lexicon such as “z” and “s”, for instance when she spelled the word of “s-h-e” she spelled it “zi”. She also had inconsistent spelling such as what she used to spelled right “s” in another time could be changed by “z”.

making correction of students’ mistakes. The English teacher also wrote an alphabet over the whiteboard first and asked them to sing the alphabet song before they spell a word; it aimed to avoid dyslexic students’ mistakes in spelling letters.

VT oftentimes tell uncompleted sentence during speaking test/practice, the teacher gave an example when VT tried to say “my name is vito, nice to meet you” he instead said “my name vito, nice to you”, he omitted “is” and “meet” in a sentence.

The teacher preferred to guide him to speak word by word, rather than sentence by sentence in order to avoid the omission.

Tools and Media Use

The term of tools involves any instruments used to simplify the given activities for the student in order to make them easy both of absorbing the subject material and doing their assignment. For instance, the teacher gave the students access to a computer for writing assignments, listening audio books for reading comprehension and letting them used a textbook to assist and complete the assignment.

<table>
<thead>
<tr>
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<th>Teacher’s Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VT was the one who felt difficulty in finding the right word which had been provided over the above table. For instance, the sentence “my grandfather is the … of my mother”, even though he knew the right word to complete the blank space was “father”, but he felt confuse to find the word “father” on the table.</td>
<td>At Pantara School, some subject teacher used certain initiative strategies to treat dyslexic students with these difficulties by creating a readable text. The readable text means the text which is easy to be read, it includes using bigger font size, (sometime) bold, colorful and spacing.</td>
</tr>
<tr>
<td>2</td>
<td>In the term of spelling area, VT was oftentimes getting confused to spell the words with similar ending such “er”, “ar” and “or”. For instance, he was always interchangeal saying “sister and brother” or “father and mother” because of similar word ending “er”</td>
<td>English teacher has to keep guide him intensively; usually teacher used several media such as picture, figure, or chart to assist students with dyslexia in order to easily distinguish words with similar ending and diminish their perplexity.</td>
</tr>
</tbody>
</table>

Distinctive Assessment

Giving a specific treatment of assessment is one of strategies to cope with the barriers certainly for students with dyslexia used by the English teachers at Pantara School. The distinctive
assessment included giving students with dyslexia more time during exercise; simplifying assessments, tests and quizzes; giving a table of answer; letting them open the textbook; and, sometimes, changing written assignment to oral assignments. This strategies were believed could decrease dyslexic students’ anxiety and stress during working the assignment.

Table 4. Teacher’s Assessment Strategies

<table>
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<tr>
<th>No</th>
<th>Barrier Cases</th>
<th>Teacher’s Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LN was also messy of the gap between writing and spelling. For instance, Its was found during an exercise that LN was one of dyslexic students who was frequent to write English due to what she spell it or what the teacher spells it, for example; when she was expected to write “book” instead “buuk”, “children” became “cildren”.</td>
<td>According to this case, English teacher at Pantara School allowed their students to see over the English textbook to imitate the pattern of every word they need, as a matter of fact that they were doing exercises. It was considering the fact that LN had botheration in copying with writing from the board and found it easier to copy from the material on his desk or table. The teacher considered that students with LD are in need for more examples and see the vocabulary patterns as often as possible, so that they could remember it well.</td>
</tr>
<tr>
<td>2</td>
<td>ST had trouble in reading with accuracy. It was observable when she was asked to read a sentence or what teacher wrote down on the whiteboard, she read in a halting way or looked hesitated toward the words. Hence, she was troubled in speedy reading requirement.</td>
<td>For this pupil, English teacher should be patient leading her through intensive guidance in order to help her coping with her reading difficulties. For instance, the writer found that Mrs. Ds made an underline at ST’s work sheet in order to help her read the sentence word by word easier. It is since students with dyslexia such as ST are hard in identifying several words in parallel, where is when they have not deal with fist word yet, and then they have to deal with the next word.</td>
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</table>

Discussion

The Strategies for Dyslexic Students

Learning English as a foreign language (EFL) cannot be separated from the four components of language, namely reading, writing, listening and also speaking. Dyslexia issue would be very interested regarding their difficulties in certain component skills like reading and writing. It is also called Specific Language Impairment (SLI) which may occur revealing the existence of language disorder or delay which apparently uncorrelated with general cognitive deficits. Children showing SLI may develop normally in many ways, but show linguistic deficits. It was what the writers have seen during the observation that those students with dyslexia at Pantara School actually seemed like normal students in many ways.

The learners who have a natural understanding of a language may possess a very effective way to learn a foreign language, yet it can be confusing and defeating for a dyslexic child (Schneider
This combined with the anxiety, many dyslexic students already fell when facing reading and writing tasks within their native language leading many students' feeling that the foreign language is a very difficult task to conquer.

Based on the term of Language Disorder (LD), dyslexia primarily affects the kind of children who are prone to adversity in their first or native language such as disorder that may involves a breakdown in the forms, contents, or use of language, each having the others intact. Consequently, it is accepted that poor experiences in their first language are liable to similar difficulties in their second or foreign language. In other words, the second/foreign language impairment does not exist separately; rather, they have concomitantly first language disabilities.

Pantara School realized that English is a big challenge for students with dyslexia. Moreover, it considered dyslexia as the impediment in language among children who are in the process of learning and fail to acquire the ability of reading, writing or spelling in parallel with their other abilities (skills). It can also have an impact on cognitive processes such as memory, speed of processing, time management, coordination and automaticity. Accordingly, the English teachers had high responsibility to make these dyslexic students friendly to learn EFL considering the condition they are on the elementary level only.

Like other learning disabilities, these dyslexic students need compensatory strategies and appropriate treatments so that they can learn with high motivation and encouragement in order to cope with their difficulties in learning. Creating such a comfortable class management could also eliminate their stress and anxiety, sometimes which can also enhance the self-understanding in writing. As Gallardo et al. (2013) suggested that difference was attempted to remove the focus from difficulties and barriers to one that embraces strengths and is more positive. Positive features which are often displayed by the students with dyslexia and which can enhance language learning are the following:

a) love of language;
b) excellent social interaction;
c) ability to think in pictures;
d) visual processing skills;
e) holistic thinking;
f) enthusiasm, persistence and drive;
g) perception and vivid imagination;
h) creativity, curiosity, and ambition; and
i) the ability to see things differently from others and not following the crowd.

For these students with dyslexia, interaction with the alphabets of writing system, the basic goal is to raise awareness of the relationship between letters and pronunciation (sound), and to connect it. It was stimulating starts to teach them to read and speak then combine the sounds into words. It has been found that the trained focus on reading and speaking yielded more satisfactory results than phonological training.

One of the best ways to help the students with dyslexia in learning EFL is the use of the Multi-Sensory Learning (MSL) approach. The point of MSL is based on the understanding that the use of a combination of senses when learning a FL is essential, no matter what a varied of the strategies.

The strategies used by the English Teachers at Pantara School, i.e. Ms. Ds and Ms. Agn, were actually various. However, those strategies can be divided up into three categories, namely didactics, tools, and assessment.
The writer observed the strategy the English teacher used as a learning media is actually a kind of MSL strategy proposed by Ganscow and Sparks, nonetheless, more significantly on the media. It is since the purpose of tool strategy is similar to didactics strategy, while the teacher attempted to make EFL accessible and easier to be absorbed by the students particularly those with dyslexia.

Distinctive assessment was applied by the teachers representing the manner in which they examined the dyslexic students’ knowledge and achievement which includes test, quizzes, graded papers and individual homework assignment. This is in line with the organization skill was purposed by Arries in his article (Vol. 83, p. 100).

Regardless of the etiology and regardless of the extent of reading difficulty, a focus on prevention, support and intense intervention is needed at all ages. The following recommendations are offered:

a. **prevention** — in addition to stimulating oral/expressive language, language comprehension and print awareness, preschool and kindergarten teachers need to systematically and explicitly teach phoneme awareness, phonics, syntax, semantics and so forth as part of any reading program;

b. **support** — the teachers need to provide instruction on the structure of language and the influence it has on the teaching of reading;

c. **intervention** — for students with severe reading problems, reading specialist and special education personnel need to pinpoint students’ specific areas of weakness and use of language and reading-based strategies and structured methods to target student’s individual needs;

d. **high quality instruction** — all students should be provided with systematic instruction in the five essential components of reading. For any student needing additional support, intervention should be targeted at specific skills and utilize a scientifically supported intervention approach, and be matched in intensity to the presenting concern; and

e. **data-based decision making** — building level teams, including parents, should use data collected on student progress over time to frequently review the adequacy of progress. When progress is insufficient to accelerate a child’s learning and reduce the risk level, the teams will engage in appropriate problem-solving and redirect the student’s plan of action.

English Teachers’ Perspectives

Assisting learners with special learning condition namely dyslexia is surely not easy. Therefore, it is not only the teachers’ duty, but also the guardian teachers including the parents who should contribute to keep responsibility to assist and motivate the students. Moreover, the teachers themselves should be in good understanding on dyslexia both theoretically and practically.

The English teachers believed that their students who with dyslexia could reach the same goals as others (ordinary students). At least, they could learn how to speak the foreign Language. As what Ms. Ds stated on interview session, when the writers asked does she believe that these special students can learn EFL, she replied:

“Sure, I believe, because dyslexic learners are actually the same as ordinary learners in some ways. It only needs to find the right learning style for them. It undoubtedly does not easy for them to learn a foreign Language considering that they are in struggle with their native language as well...”

All of the teachers, including the guardian teachers, however, agreed that it had a lot to do with the individual student’s attitude towards the English subject. If the student was committed to learn the EFL, the teachers believed that the dyslexia would not hinder them from achieving the
The same level of language proficiency as non-dyslexic student. However, both of English teachers interviewed were well aware of the distinct symptoms found when dealing with dyslexia.

Regarding this awareness, Pantara School coincides that along with other regular students, these disabled students have equal rights to have equal education in learning certain subject such as English. Nonetheless, being as special educational institute for children with LD, Pantara School still thoughtfully to include English as one of its subject to be taught; since, it is also an obligatory demand from our current national curriculum. However, it was strengthened by the headmaster’s statement that they (Pantara) deliberately reckon it is still essential to introduce English to their pupils, regardless of their unrelieved learning disabilities. They believe that appropriate teaching method will undoubtedly make the enormous effect in learning process.

Conclusion and Suggestion

Based on the explanation in all previous chapters above, regarding the teaching of English as a foreign language for students with dyslexia at Pantara School, Tebet, Jakarta, the writers concluded this study into the following points.

The common point all students with dyslexia faced was a difficulty with the written language and failure to recognize and interpret what is perceived. However, each student with dyslexia has different stages and styles and some sets of features in dealing with EFL, even though they are in the similar grade. Like LN and ST (in grade V), ED and VT, even though they are in the same grade (grade IV), have different points on their literacy difficulties. VT has a trouble in reading and writing levels more than ED. Consequently, the teachers have to comprehend each student’s difficulties and needs in order to provide an appropriate treatments and strategies. It must be one of consideration for English teachers to make a well preparation including lesson plans and methods to achieve the instructional goals.

Regardless of students’ literacy difficulties, according to the result of observation, the writer encountered some problems in teaching-learning EFL faced by both of teachers and dyslexic students at Pantara School were students with different kinds of LD in a class, students’ lack of concentration, students’ minimum interest and no specific textbook used.

The English teachers at Pantara School believed that they need to work differently towards each student with dyslexia than other students with no dyslexia. The strategies were used by the English Teachers at Pantara School actually various. However, those strategies can be divided up into three categories: 1) making the material more accessible by using songs to memorize vocabularies, using pictures to teach verb conjugation, using repetition to help the student transfer and retrieve information to and from their long-term memory and using role play to invite them practice; 2) utilizing tools and media to simplify the given activities for the student in order to make them easy both of absorbing the subject material and doing their assignments; 3) giving distinctive assessment decrease dyslexic students’ anxiety and stress during accomplishing the assignment. The writer analysed that all those categories of teaching strategies at Pantara School were considered as the implementation of the positive futures which have been mentioned before such as love of language, excellent social interaction, ability to think in pictures, visual processing skills, enthusiasm, persistence, creativity, curiosity, and ambition.

Moreover, it can be also delivered some suggestions for some parties. It is apparently important to create friendly and suitable learning activities. Likewise other learning disabilities, these dyslexic students need compensatory strategies and appropriate approaches so they can learn with high motivation, interest and encouragement in order to manage their difficulties in teaching
learning process. To anticipate the ambiguity, in evaluating the students with LD, i.e. with dyslexia in particular, the teachers are also expected to formulate distinctive suitable assessment for each kind of students with LD.

Finally, the further researchers who are interested in carrying out the similar issue are expected to do observation more profoundly on the cognitive and social behaviour of students with dyslexia; to dig up more information concerning inclusive school, students with learning disability especially students dyslexia; to observe teachers implementing the curriculum by developing syllabus, annual program and lesson plan. Moreover, they are compelled to find out more information concerning the most suitable class interaction including the relationship between the teachers and students with dyslexia, to collect more data and analyze them comprehensively in order to gain more valid and meaningful study.

References


