

CHAPTER I

INTRODUCTION

This chapter provides some subchapters, namely background of the study, statements of the problems, objectives of the study, significances of the study, and also scope and limitation of the study. Those are important to be explained because they describe this study generally.

1.1 Background of the study

Language is a means of communication through sharing the idea, opinion, and feeling by the utterance. As it is known education is the key to human life. The development of science and technology in this era requires everyone to study hard. To make the process of learning well, people must be master learning language skills. According to Husain (2015) language skills involve four sub-skills: speaking, listening, reading, and writing. For being a master in writing and mathematics, a child must be able to read first. According to the Department of Education and Early Childhood, reading to children at age 4-5 every day has a significant positive effect on their reading skills and cognitive skills such as language and literacy, numeracy and cognition (Kalb, G. & J.C. van Our, 2012).

Reading is one of the important skills that children must-have. Reading is the basic ability of children to understand something. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning (Shandu & Sasha B., 2016). Reading is one of the active processes of contrasting the meaning of the word and also one of the thinking processes. According to Sangia (2018)

reading skills are one very powerful tool for obtaining a wide range of specific information, including science and technology. Reading has many purposes for children, it can make them get some conceptual and also make them understand something. The actual purpose in reading is not humbly to occupy in communication but to develop from this communication to something which endures or spreads the reader's conceptual world (Sangia, 2018).

Every child has a different ability in learning language skills and these cannot be generalized to one another. There are some cases of children who have difficulties in one or more subjects such as reading, writing, mathematic, spelling, or general skills such as speaking, listening, and thinking. One of them is often found in society, children who cannot read. In this modern era, if children cannot read then they will have limitations in knowledge and information. Children who have difficulties in those areas can indicate that they have a learning disability.

Learning disability is a disability-related to learning that is usually caused by genetic factors or a problem that occurs in brain function, which causes children to experience weakness in basic learning skills such as reading, writing, or mathematics. Learning Disabilities Association of America or LDA (2018) stated learning disabilities refer to a number of disorders that may affect the acquisition, organization, retention, understanding, or use of verbal or nonverbal information. Children who have experience in learning disabilities usually have difficulties in doing social interaction and organization skills.

Learning Disabilities Association of America or LDA (2020) argued that those who experience learning disabilities can interfere with other skills such as

organization, time planning, abstract reasoning, long or short-term memory, and attention. Learning disability does not mean that the children do not have intellectual. Learning disability is about how they obtain and process that information. There are some kinds of learning disabilities: dyslexia, dysgraphia, and dyscalculia.

Dyslexia is a language-based learning disability which those who experience difficulty in reading. Children with dyslexia have difficulty in recognizing the structure of words that can offend the process of learning. Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity (Texas Education Agency, 2018). Dyslexia is triggered by neurobiological disorders that make it difficult for sufferers to recognize words correctly, both in spelling and coding symbols. In addition, their memory is also low. They tend to be unable to remember several things such as the name of the person, instruction, direction, judging distance, repeating long words then finally illegible handwriting, and also confusion between left and right.

Children with learning disabilities such as dyslexia cannot be directly identified as people with general disabilities or physical disabilities. They appear like normal children because the main factor of dyslexia is a mistake in the brain. For normal children, the letters of the alphabet are simple elements that they can understand and distinguish easily. However, this is different from children who have dyslexia. They have difficulty distinguishing some of the alphabets,

especially if the letters have almost the same shape. For example, children with dyslexia will find it difficult to distinguish /b/ and also /d/, this is because both of the letters have a semicircle, only if /b/ is positioned to the right, while the letter /d/ is positioned to the left. This makes them feel confused and difficult to distinguish.

To know that children experience dyslexia, their parents or teacher usually realize that the child is stuck in the same class or lesson and they tend to slow in learning lessons. Children with disabilities such as dyslexia need more guidance or assistance than normal children in general. This is because in giving lessons parents and teachers need special methods to make it easier for the children to learn the lesson. Children with disabilities such as dyslexia, dysgraphia, and dyscalculia are better if they get learning in Special School or SLB. Special Schools are suitable for children who need special guidance. It is also related to Law of Republic Indonesia Number 8 the Year 2016 about People with Disabilities in Part 6 Article 10, one of the rights of education for people with disabilities is to get quality education in the educational units in all types, lines, and levels of education inclusive and special.

This research analyzed the reading problems in dyslexic children in Special School ACD Pertiwi Mojokerto. ACD Pertiwi is one of the many kinds of special schools in Mojokerto. ACD is a code of special school whose students consist of blind students, mentally disabled students, and physically disabled students. The total number of students in the school is 33 male and 19 female students. In the learning process, they use the Special School curriculum of SMALB 2013.

This topic is interesting and deserves to be investigated because not all parents and teachers know about dyslexia. Many parents and teachers do not know that their children or student is dyslexic. This is because many parents who have children that have not been able to read, the parent assume that their child is only late to read and would be able to by itself. The parents did not find out more about what was going on with their son. In addition, the researcher conducted mini observations to look for children with dyslexia, the result some teachers did not know the existence of children with dyslexia children in school.

The presence of this research is expected to provide what is dyslexia, the kinds of reading mistakes by children with dyslexia, and how many times they need to read a text. This research analyzed children with dyslexia in reading the text, where the data were directly taken by using observations to the student in one of Special Schools or SLB. Therefore this research has the title An Analysis of Reading Problems in Dyslexic Children in Special School ACD Pertiwi Mojokerto.

1.2 Statement of the problems or research questions

To conduct this research, the researcher formulated the problem which is focused on:

1. What kinds of reading mistakes have been made by children with dyslexia experience in Special School ACD Pertiwi Mojokerto?
2. How long do the dyslexic children require to reading the text in Special School ACD Pertiwi Mojokerto?

1.3 Objectives of the study

Based on the problem or research question above, the objectives of the study as follows:

1. To mention and explain the reading mistakes has made by children with dyslexia experience in Special School ACD Pertiwi Mojokerto.
2. To find out the duration of the dyslexic children require to reading the text in Special School ACD Pertiwi Mojokerto.

1.4 Significance of the study

The significance of the study gives contribution both theoretically and practically. Theoretically, the result of this research expects to give a better understanding of dyslexia. This research is expected to give more knowledge to the researchers and also be useful for further research. Practically, this research is expected to make people aware of the weakness such as reading mistakes and reading time of children with dyslexia in language learning especially in reading a text. The awareness could help children with dyslexia when they needing as assistance in reading a text.

1.5 Scope and limitation of the study

The scope of this research is focused on the psycholinguistic and topic of Dyslexia. This research focused on reading mistakes and identifying the indicator of dyslexia proposed by Gavin Reid (2011). Besides that, the researcher also focuses on reading time. The limitation is the researcher only focus on words, phrases, sentences, and also the voice of the record produced by students at Special School ACD Pertiwi Mojokerto.