

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories relate to the definition of dyslexia, symptoms, characteristics, and factors of dyslexic students, dyslexic student intervention, and teaching English to dyslexic students.

2.1. Definition of Dyslexia

The World Federation of Neurology published one of the first accurate descriptions of dyslexia in 1968. “A problem in children who, despite conventional classroom experience, fail to obtain the language abilities of reading, writing, and spelling commensurate with their intellectual potential” is how they characterized dyslexia (Ott 1997, p.2). Research on dyslexia has advanced significantly since 1968, and as a result, recently we have a greater knowledge of the disorder, signs and symptoms, and its potential underlying causes. Thus, dyslexia is a student’s condition which is intensely disturbing to the process of acquiring language comprehension as well as undertaking learning.

The definition of dyslexia that is currently most used was developed by the World Federation of Neurology’s Research Group on Developmental Dyslexia. The definition was written in 1996 which stated that dyslexia is a “disorder manifested by difficulty in learning to read despite conventional instruction, adequate intelligence, and sociocultural opportunity. It depends on fundamental cognitive disabilities, which are frequently constitutional in origin” (Ott, 1997, p.3). Given these facts, dyslexia comes from various complicated causes which make students not interested and emotionally less motivated to learn.

Many key aspects of this condition are covered by the definitions that despite the fact that it was written more than several years ago, it is still relevant given our current understanding of dyslexia and its numerous

symptoms and characteristics. Moreover, despite being a condition that affects language processing, it also takes into account other symptoms like notational and organizational skills. This aspect of the diagnostic, which is sometimes overlooked when working with young learners, is crucial to this particular study since a student's capacity to master study techniques directly correlates with their capacity to perform well in their language learning processes and the plot of the studying activities. Thus, it is important to comprehend the right techniques which can lead students to learn effectively and take part in the learning activities properly.

2.2. Symptoms, Characteristics, and Factors of Dyslexic Students

As mentioned, dyslexia is a language-based learning problem that spans a wide range of symptoms and traits, making it challenging to pinpoint specific dyslexia symptoms (Ott, 1997). Summadossi (2020) revealed the symptoms that are frequently observed in dyslexics including:

- a. Challenges with word retrieval and verbal naming because it takes them longer to process language information,
- b. The problem with memorization is due to issues with short-term memory,
- c. Challenges organizing and sequencing language,
- d. Difficulties with auditory and/or visual perception,
- e. Problems with motor skills that result in poor handwriting,
- f. Clumsiness, and
- g. Challenges with rhythm and time.

These symptoms may not all be present in a dyslexic person, but some may appear in groups. Moreover, what makes dyslexia so difficult to describe is how and to what extent these symptoms appear. When discussing dyslexia, it is important to keep in mind that a person with this condition may experience very different symptoms from another in large part to the

person's "strengths and weaknesses, on the individual learning strategies, on the degree of dyslexia, on when the diagnosis was made and on appropriate tuition" (Ott, 1997, p.5). Therefore, the student's personality and the support that they receive from school have a big impact on how much the dyslexic student manifests itself.

In line with the points above, the figure below shows the mind map of the symptoms of dyslexia that might be observed. It aims to broadly present the symptoms that might be occurred in each aspect.

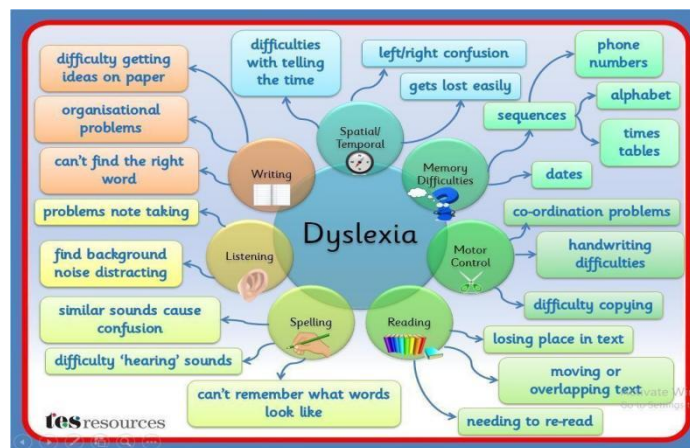


Figure 2.1 Dyslexia Symptoms Mind Map

(Source : <https://www.tes.com/teaching-resource/dyslexia-difficulties-mind-map-6328548>)

Additionally, the study of Huang, et al. (2020) revealed some characteristics of dyslexic students viewed from their personal and behavior context. This study found the following

Personality, children with dyslexia tend to be eccentric, withdrawn, and troublesome. Such children have a profound lack of sense of right and wrong and often do things without regard for safety. They have no concept of socialization, being characterized by a tendency toward psychoticism. It was also pointed out that children with dyslexia were more prone to show emotional instability, they tended to feel more anxious in emotional aspects, tended to be more easily nervous when things happened, had short tempers and irritability, and tended to have depression. (p. 10)

In line with this, numerous studies have demonstrated that behavioral issues are more prevalent in dyslexic students. Students with dyslexia frequently lack focus and are easily distracted, have higher learning difficulties, and commonly exhibit hyperactivity. They are easily roused by the outside environment in class when doing homework, or during other activities. It makes them difficult to maintain attention without engaging in excessive activity or acting impulsively. These hyperactivity and attention deficit disorders impair students' ability to learn in class and decrease the quantity and caliber of their assignments. In other words, this condition eventually leads to their inadequate academic performance.

The symptoms and characteristics can appear with some related factors. Ying (2018) discussed that certain family environment characteristics, including parent-child interactions, the frequency of parent-child communication, the parents' educational backgrounds, and their employment, were linked to dyslexia children factors. For parents who do not interact with their child closely during the growth and development process, it's incredibly simple for children to develop personality flaws. Negative feelings like loneliness and sensitivity led to a decline in the child's capacity to regulate their emotions, which had an impact on how they developed as a person. The development of children's language abilities can also be aided by conversations between parents and children. The structuring of a child's language can also be aided by effective communication. However, its language system's poor organizational capacity is one of the traits of children with dyslexia. Therefore, it can be implied that effective communication is crucial for children's language development in order to help them recognize the words.

2.3. Dyslexic Student Intervention

Psychologically, the study of Sa'adati (2015) resulted in some interventions that can be addressed to dyslexic students

a. Remedial

Remedial is an approach to improve the lower academic function. In the teaching process, it should be upgraded individually and in a way that benefits both students and teachers. In program remedial (improvement of teaching and learning) should follow the procedure as follows following:

- 1) Diagnostic analysis.
- 2) Determining areas that need improvement.
- 3) Developing a repair program.
- 4) Implementing improvement programs.
- 5) Assessing the improvement of teaching and learning.

Usually, remedial programs can be given as early as possible to children aged in preschool, which in this case undergoing a process of developing motor and perceptual skills.

b. Tutoring

This intervention is given specifically to the area of study where current students are having difficulties. This process is easier and faster since it aims to catch up in the class without first going through the fundamental process improvements. However, the best intervention and comprehensive program should include both practices (remedial and tutoring). Therefore, the teacher's attempt to help dyslexic student will run properly.

c. Compensation

This is provided if the student's challenges have a problematic effect on the process of developing a self-concept. In a sense, considering the age, the activities carried out are adjusted with the degree of difficulty observed. In conclusion, compensation is required to make up for shortcomings in a particular subject or area.

In addition, teaching English to a dyslexic student in a regular elementary school context could also be supported by the differentiated teaching and learning theory. Tomlinson (1999) pointed out that in order to ensure that both the teaching content being acquired then the learning environment are personalized to its dyslexic student, teachers in these differentiated classes make effective use of time flexibility, a variety of instructional teaching methodologies, and collaborative relationships with the students. Teachers do not try to fit students into a certain mould. The teacher serves as diagnosticians, recommending the most effective methods of instruction for the students. The teacher acknowledge that each student is unique and do not aim for standardized, mass-produced instruction that is thought to be a good fit for all students.

Supporting the point above, it is essential to comprehend what should most likely occur in a classroom with, among, and for students, teachers, and the subject matter. The learning triangle can then be strengthened by the kind of setting that the teacher and students can create together. By its definition, an equilateral triangle is a geometric figure with three equal sides such illustrated in a figure below.

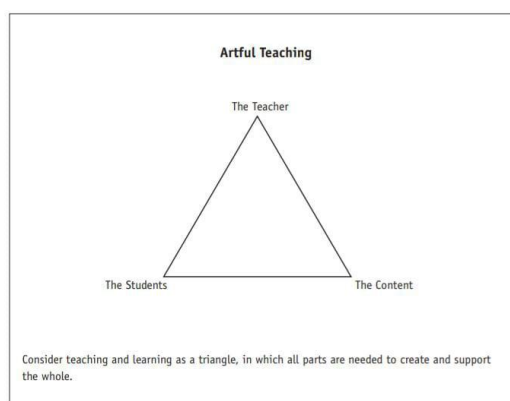


Figure 2.2 The Triangle Learning Concept

Technically, the triangle above shows that it has no top, since any one point of the triangle can be the "top". For its purpose, however, the teacher has to be atop the learning triangle.

2.4. Teaching English to Dyslexic Students

Teaching English to dyslexic students requires extra energy for the teacher. It gives the challenges that teachers should be familiar with. Some studies emphasized that those challenges do not only come from the students themselves, such as being easily distracted, less focused, hyperactive, etc. but also dealing with the competencies and knowledge of how teachers treat such students. According to Lemperou et al. (2011), the English teacher should have the skill to come up with an effective teaching strategy that will reduce the pressure on dyslexic students while they are learning a language. Similarly, Ahmad et al. (2018), concluded that English teachers should be familiar with the tools necessary to effectively address the dyslexic students experienced in the classroom. Moreover, Alawadh (2016) claimed that most teachers are supposed to be aware of dyslexia supported by any specific training for dealing with dyslexic students. Those studies deduce that teachers must have a certain skill which can handle each unusual student's behavior.

Another study from Barton (as cited in Cimermanova, 2015) also supports this by revealing that in teaching English to dyslexic students, the regular teacher is responsible for making accommodations and comfortable conditions in the classroom. It was emphasized that teachers must prevent embarrassing this student by, for instance, unintentionally revealing their weakness to their classmates, such as asking students to read in front of the class. Therefore, maintaining his challenges in secret is paramount for the teacher.

2.5. Study of Relevant Research

The study of challenges in teaching English to dyslexic students was conducted by Lim et al. (2022), it was presented that less proficient and self-conscious teachers, a lack of dyslexia training programs, a lack of suitable materials and teaching aids, such as modules, and difficulties in controlling the feelings, actions, and motivation of dyslexic students are some of the challenges that teachers face. In line with this, Lemperou et al. (2011)

mentioned that in the case of teaching English, teachers are well-informed about dyslexia and how it affects dyslexic students' efforts to master the English language. Thus, to effectively meet the demands of students in a mainstream classroom, teachers must have the proper training in regard to the concept's complexity (Clark & Uhry, 2004; Levine, 1994). To ensure that a dyslexic student is appropriately integrated into the mainstream classroom rather than segregated into special schools, teachers need to be given focused courses that will inform them about various aspects of teaching English to dyslexic students and introduce them to the teaching approaches, methods, and techniques to be adopted and implemented in the classroom (Mitra, 2008).

However, the other studies highlighted that as teachers believed it would benefit the students more, the teachers adapted the way they taught English to dyslexic students based on their unique needs (Singleton (as cited in Khalid & Anjum, 2019)). It is aligned with the findings of Pashler et al. (2008) that teaching styles should be matched with the individual learning styles of children. This is because its teaching process should adjust the factors influencing dyslexic students, covering biological, cognitive, and environmental (Khalid & Anjum, 2019). Therefore, these concerns ought to take into account for the teachers in acquiring a better understanding of the disorder as well as in selecting the teaching strategies as a completion that will benefit them in facing the challenges in the school.