

CHAPTER I

INTRODUCTION

This chapter outlines the research background, problem identifications, limitation of the study, research questions, research objectives, and research significances.

1.1 RESEARCH BACKGROUND

Every student has different degrees of learning difficulties in their studies (Adubasim & Nganji, 2017). It happened because they have different potentials and abilities (Basu, Poonam, & Beniwal, 2014). Learning difficulties defined as a neurological condition which affects students' ability to process or recognize information (Adubasim & Nganji, 2017). Students with specific learning difficulties were students with a physical or mental impairment which effect on their ability in studying (Lama, 2019). Students' specific learning difficulties usually linked to students' specific learning disorder (SLDs).

Students' specific learning disorder is a condition which leads to incomplete automation of processes in reading, writing, and performing calculations (Zingoni, Taborri, Panetti, Bonechi, Martinex, Pinzi, & Calabro, 2021). The most common category of students' learning disorder is dyslexia (Zingoni, et al., 2021). Dyslexia is a combination of disabilities and difficulties where students have a challenge in spelling, reading, and writing (Chitsa & Mpofo, 2016). Sudarmilah, Rohmah, Irsyadi & Pratisti (2020) also stated that dyslexia usually found from children with the age 7 to 8 years old. In this age, children usually able to read and write but dyslexic students have difficulty to read fluency, memorize, and compose texts. Therefore, the teacher should well-prepared to teach dyslexic students.

The preparations include materials, learning activities, and teaching strategies. Teachers' teaching strategies are the most key in teaching dyslexic students. Teachers' teaching strategies will influence students' degree of achieving the goal of the lesson. One of the appropriate teaching strategies to teach dyslexic students is

multisensory approach. Troeva (2015) stated that multisensory approach is dyslexia-friendly teaching strategy because it combines visual, auditory, kinesthetic, and tactile sensory modalities which helps dyslexic students to memorize and facilitate students' achievement. In the same line, Algrni (2020) stated that multisensory approach is the most effective strategy for students with dyslexia by combining visual, auditory, kinesthetic, and tactile. It will increase students' opportunities to remember and understand the material. It means that multisensory approach is the common teaching strategy to teach dyslexic students.

Unfortunately, implementing teaching strategy such a multisensory approach is not easy. In fact, many teachers find difficulties in teaching dyslexic students. The most difficulty is that increasing students' confidence (Sudek & Encinas, 2019). Dyslexic students always have low self-esteem. This phenomenon is commonly found in Bali Dyslexia Foundation. It is a dyslexic school in Bali. Based on the initial observation and interview with the English teacher, most dyslexic students have low self-esteem. They are often silent, shy, and afraid in learning activity. Therefore, the teacher usually applies multisensory approach as the teaching strategy.

When students were unable to understand the material with an approach of multisensory, the English teacher will use other types of multisensory approaches. It is really interested to know the ways of the English teacher exchanges the approach to involve and get students' interest in learning. The ways of the English teacher uses the multisensory approaches is the point of this study. In addition, the English teacher also evaluates the learning development of dyslexic students through certain tests provided by the teacher. Therefore, the teacher could know whether the teaching strategy works or not.

Moreover, some researchers also did studies about the challenges and difficulties of teaching dyslexic students. Lama (2019) did a study about difficulties in English language learning for students with dyslexia. The finding shows that (1) students with dyslexia have low self-esteem so that they need to work with peers to motivate and reach their capacity (2) teachers should be trained to change their traditional teaching style into a modern teaching so that students can achieve the

goals of the lesson. Another study comes from Masalesa, Nkomo, & Dube (2019) about teachers' difficulties in teaching students with dyslexia in the mainstream school. The finding shows that teachers have difficulties in teaching students with dyslexia because they have inadequate knowledge of dyslexia and limited teaching sources. Therefore, the school should make sure that the teachers have proper knowledge about dyslexic students.

Based on that phenomenon, the researcher decided to find the implementation of multisensory approach as the teaching strategy for dyslexic students at Bali Dyslexia Foundation. This research focuses on (1) the implementation of multisensory approach used by the English teacher and (2) the obstacles faced by the English teacher in teaching dyslexia students.

1.2 PROBLEM IDENTIFICATION

Dyslexic students are classified as students who have difficulty to write and read. These students tend to have low self-esteem which influences their desire in learning. The problem is that the teachers cannot use one teaching strategy only to motivate dyslexic students. It is because their ability to understand the material and their degree of concentration is different. On the other words, the teachers should combine the teaching strategies. Multisensory approach is the most dyslexic-friendly teaching strategy. It combines visual, auditory, kinesthetic, and tactile sensory modalities. Teachers in Bali Dyslexia Foundation also already implement multisensory approach for dyslexic students. Therefore, the focus of this study is how the English teacher implements multisensory approaches as the teaching strategies and the obstacles faced by the teachers in teaching dyslexia students

1.3 LIMITATION OF THE STUDY

The researcher limits the problem that is only related to the implementation of multisensory approach used by the English teacher to teach dyslexic students and the

obstacles faced by the teachers during its implementation in Bali Dyslexia Foundation.

1.4 RESEARCH QUESTION

The research questions being formulated as follow:

1. How does the English teacher implement multisensory approach for dyslexic students at Bali Dyslexia Foundation?
2. What are the obstacles faced by the English teacher in teaching dyslexic students at Bali Dyslexia Foundation?

1.5 RESEARCH OBJECTIVE

The objectives of this research are:

1. to investigate the implementation of multisensory approach used by the English teacher for dyslexic students at Bali Dyslexia Foundation.
2. to describe the obstacles faced by the English teacher in teaching dyslexic students at Bali Dyslexia Foundation.

1.6 RESEARCH SIGNIFICANCE

1.6.1 Theoretical Significance

The findings were expected to be able to extend and enrich the theories, data, and information around perception topics, especially on teaching dyslexic students. Further, this research is expected to support the empiric of the previous studies of experts and researchers.

1.6.2 Practical Significance

A. Bali Dyslexia Foundation (BDF)

This research is expected to be used as a review for teachers in BDF to further improve their quality in teaching dyslexic students.

B. English Teacher in Special School

This research is expected to be used by the English teacher, especially in a special school, to portray the circumstances, the perception, and the obstacle encountered in teaching dyslexic students.

C. Other Researcher

This research is expected to be used by the other researchers as one of their references and data sources about the topic of perception on teaching dyslexic students. In addition, further findings can be used to conduct other studies on a similar covered topic.

