

CHAPTER I

INTRODUCTION

This chapter will explain some aspects related to research. This chapter presents several points, that is research context, research focuses, research objective, significant of study, definition of key term, previous study and review related literature.

A. Research Context

Education is very important for every human being and through education a person will gain knowledge that can make the future better and successful. Education is conscious effort or endeavor to realize and develop the potential of students to have personality, intelligence, self-control, ability and others in processing to learn.

In our daily lives, film has become an integral part of human life. Movie is used as an entertainment medium but can also be used as an educational medium. The film can have a profound impact on audiences. Unable to open message every scene contained in the film is stored in memory. So film is a medium or an effective and efficient educational tool.

Now there are many films with educational themes. One of the films that has educational value and has many benefit and also this film is based on true story which is one of the Indian films titled *Taare Zameen Par*.

This film tells the story of a boy named Ishaan Nandkishore Awasthi who has a disorder that is dyslexia. The dyslexia he experienced was difficulty in reading, writing, counting, the same as in children in general. But not only that, he also

has difficulty recognizing letters, often writes letters backwards, has difficulty distinguishing letters, and has difficulty distinguishing syllables that have almost the same sound. Because of this he always gets the lowest grades in school and is known as a trouble maker and stupid kid. But he is able to follow the activities in his school well, such as in socializing with friends in his school environment.

Ishaan always gets pressure and bad behavior from father, friends, and teachers. Because Ishaan always failed to study and was naughty, thus making him transferred from his school to dormitory. The atmosphere of the classroom and dorm being unpleasant, Ishaan becomes frustrated and doesn't make changes from his first school. In the dormitory he is not treated well by the there, but one day there is a new teacher who teaches Ishaan into a better child, who at first Ishaan could not read, write, spell, and count, so Ishaan began to be able to do it all. Ishaan is child who has a high imagination and is good at drawing.

In real life there are many children in the world who have dyslexia same like Ishaan in the *Taare Zameen Par* film. But basically all students in the world have different characteristics, abilities and potentials, they have their own way of understanding and absorbing information. But so many parents expect their children to excel, and become what their parents want them to be. At the basic education level, the basic skills that must be mastered and possessed by students include writing, reading, spelling and counting.

The film *Taare Zameen Par* can attract the attention of researchers because although there are many educational films, it is very rare to find films on the subject of controlling students with dyslexia or learning difficulties. This film told the main character with dyslexia named Ishaan Awasthi who could not read, spell,

write or even calculate correctly. He sees the letters upside down and dances, which make him feel depressed and frustrated when he is to read or write. He is difficult to understand words and numbers like normal people in general.

Dyslexia is a processing difference, often characterised by difficulties in literacy acquisition affecting reading, writing and spelling. It can also impact all about cognitive processes such as memory, speed of processing, time management, coordination and automatic. Examples, difficulty writing, difficulty distinguishing letters (such as letters b and d), sometimes lack of writing or exceeding letters, difficulty distinguishing time (today, tomorrow or yesterday), difficulty remembering order, difficult to concentrate, difficult to follow a linguistic intervention, difficult to communicate well writing or in writing or difficult, difficult to distract, etc.¹ The International Dyslexia Association stated “Dyslexia is not a disease or low intelligence of children, but because of structural problems and identification and early intervention in childrens brain functions that are different from normal children. However, dyslexic children have their own advantages and disadvantages.”²

Dyslexia suffers are still not completely clear what causes it, but according to anatomical studies and brain imagery, it is stated that there is a difference between the way the brain develops and functions in normal people with dyslexics. In addition, most people with dyslexia have problems identifying sounds or speech in a separate word and also problems learning the letters that are pronounced in that sound. People with dyslexia are not due to lack of intelligence or their desire to

¹ Gavin Reid, *Dyslexia and Inclusion: Classroom Approaches for Assessment, Teaching and Learning*, 3rd ed. (Third edition. | New York: Routledge, 2019. | Series: Nasen spotlight: Routledge, 2019), 1, <https://doi.org/10.4324/9781351043106>.

² Philomena Ott, *Teaching Children with Dyslexia: A Practical Guide* (London ; New York: Routledge, 2007), 2.

learn, but if is done with the right teaching methods then students who suffer from dyslexia can study well and successfully.

This issue requires attention from different parties as students with learning difficulties face obstacles when it comes to strengthening their right to quality education. And there is a text that explain “ Citizen with physical, emotional, mental, intellectual and social disabilities, the right to special education”. This shows that every student has the same right to education, both ordinary students and students with learning disabilities.

In the educational process, the obstacles experienced by the students experience learning difficulties in obtaining a quality education are the lack of parts of the curriculum that meet the special needs of the students, while the students have mentaal, physical, social, intellectual and emotional abilities. One of the emotional traits are students who have difficulty studying. On average, these students have above-average intelligence, but fall short in terms of achievement and learning potential.

The main problem for students who have dyslexia, one of which is the problem with the textbooks or reading materials they use from grade level, it may be written beyond their reading ability for those with dyslexia, so they find it difficult to understand vocabulary and words, which can affect their ability to read. Them obtaining meaning in the text.³

For students who have learning disabilities need special attention. In regular schools, students with leaning disabilities are generally not properly supervised by

³ Sandra F. Rief, and Judith M. Stern, *The Dyslexia Checklist, a Practical Reference for Parents and Teacher* (America: Jossey-Bass, 2010), 105.

the teacher. Education system in public schools were unable to provide adequate educational services to students with learning disabilities.

Inclusive education is an educational system that especially allows children to learn the same age as their children in a regular school or public school near their home, and in this school there is a special educational service that caters to every child in particular need.⁴ Inclusive education involves flexible educational practices that emphasize the inclusion of all students, including those with special educational needs. Therefore, school organization is determined by various measures such as the arrangement of heterogeneous group, specially adapted materials, class accommodation, learning plan and teaching methods.⁵

The teaching strategy is a teacher's action to implement a curriculum, which refers to the teacher's efforts to use some learning variables (purpose, substance, method and tool, and evaluation) to influence students to achieve the stated goal.

Therefore, the teaching strategy is a real teacher action or practice teaching teachers in a way that is considered more effective and efficient, in other words the teaching strategy is a learning strategy in the classroom. The tactics must reflect the system and systematic steps. Systematics means that each component learns to teach each other how to relate so that it's confusingly arranged to achieve its purpose. Systematics means the steps that teachers are taking in the process of learning to teach detailed and logical rules to support their attainment.⁶

⁴ Irdamurni, *Pendidikan Inklusif, Solusi dalam Mendidik Anak Berkebutuhan Khusus* (Jakarta: Prenadamedia Group, 2019), 9.

⁵ Aina M. Puigserver, "Special Educational Needs in the Mainstream Classroom. A Didactic Proposal for Teaching English as a Foreign Language to Dyslexic Students," *Universitat Illes Belears* 1, no. 1 (July 2017): 53.

⁶ Nana Sudjana, *Dasar-Dasar Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2014), 147

One of the strategies for dealing with students with learning difficulties is the development of methods and special program models for students with learning difficulties. The resume model becomes a project learning experience for students with learning disabilities. It is important to develop curriculum, so that students with learning difficulties receive learning opportunities that can be tailored to their problems.

There have been many research that have examined the *Taare Zameen Par* movie such as research on learning disorders and how to deal with dyslexic children, psycholinguistic analysis of dyslexic children on the main character, neurolinguistic studies of dyslexic children in *Taare Zameen Par* movie. As in the research from Aflahah with the titled “Gangguan Belajar dan Cara Mengatasinya dalam Film *Taare Zameen Par*”⁷ which examines learning disorders experienced by dyslexic children and how to overcome dyslexic children in the film *Taare Zameen Par*. Then the research from Qurotuhulaini with the titled “Psikolinguistik Pada Anak Disleksia dalam Film “*Taare Zameen Par*”⁸ which explains the characteristics of difficulties experienced by dyslexic children in the film *Taare Zameen Par*. So from two research explain more about the problems or difficulty of dyslexic children, so different with the research from researcher, because the reasearch of researcher not only explain in terms of the difficulties experienced by dyslexic children, but also explain how to help children with dyslexia by using several teaching methods to teach children with dyslexia in *Taare Zameen Par* movie.

⁷ Ulya Aflahah, Irfai Fathurohman, and Imaniar Purbasari, “Gangguan Belajar dan Cara Mengatasinya Dalam Film *Taare Zameen Par*,” *Jurnal Educatio FKIP UNMA* 7, no. 3 (August 19, 2021): 1152, <https://doi.org/10.31949/educatio.v7i3.1356>.

⁸ Kiki Qurotuhulaini, “Psikolinguistik Pada Anak Disleksia Dalam Film “*Taare Zameen Par*”” (IAIN Syekh Nurjati Cirebon, 2022), 6.

Based on this problem, The researcher is interested to research about Analysis of Teaching Methods Used in Teaching Children with Dyslexia on English Language Disorders on the Main Character in *Taare Zameen Par* Movie.

B. Reseach Focuses

The research focus contains complete and detailed questions about the scope of the problem being investigated. And in the formulation of the problem, the relationship between the variables under study is included.⁹ This research focuses on formulating the problem s follow:

1. What are the teaching strategies used in teaching children with dyselxia in *Taare Zameen Par* Movie?
2. How does the teacher in *Taare Zameen Par* movie used teaching strategies in teaching children with dyslexia?

C. Research Objective

In the book John W. Creswell explains that the goal is to achieve the study or the main goal used to solve a problem. According to Creswell in his book, which explains that the research problem is a statement intended for research, with the statement indicating specific goals that researchers have planned for what they want to achieve in a study.¹⁰ Based on the above understanding, the researchers have goals to achieve, including:

1. To describe the teaching strategies used in teaching children with dyselxia in *Taare Zameen Par* Movie.

⁹ Tim Penyusun et al., *Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAI N Madura, 2020), 38.

¹⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 627.

2. To know how does the teacher in *Taare Zameen Par* movie used teaching methods in teaching children with dyslexia.

D. Significance of Study

The significance of research is importance of the research illustrates the usefulness of research urgency of research.¹¹ Where there is 2 urgencies of research, namely whether it is a scientific use (Theoretical) or a societal use (Practical). Significance research emphasize the importance of resesarch. Scientifically significant, knowledge develops while social significance is intended, because is this study there is a work that has a reason for this problem. It therefore aims to be able to make theoretical and practical contributions through this research. The researcher hope that this film can help the researcher start a discourse on how important understanding is for students with special needs. So that it can help students in learning processes to increase their potential. Researchers choose research directions that include the following aspect:

1. Theoretical Significance

The researcher hope to be able to provide insights on “Analysis of Teaching Strategies Used in Teaching Children with Dyslexia on English Language Disorders in *Taare Zameen Par* Movie” . Ishaan’s character is a dislexic boy who plays the leading role in the film *Taare Zameen Par*. Therefore, the results of this study are expected to support the development of analytical studies in psycholinguistic studies with respect to “Analysis of

¹¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 39.

Teaching Strategies Used in Teaching Children with Dyslexia on English Language Disorders in *Taare Zameen Par* Movie”.

2. Practical Significance

This research is intended to help other researchers and provide some useful information, especially those in the English Department. And for other researchers, this research can provide a fundamental reference for more in-depth analysis of learning methods in children with dyslexia.

a. For Teachers

The researcher hope that this research can be used by teachers to select the learning method used in the classroom, especially to teach children with dyslexia.

b. For Researchers

Researcher hope that this research can be reference source and inspire readers interested in research related to this research.

E. Definition of Key Term

The definition of a key or definition is also called a functional definition, which is necessary to avoid ambiguous meanings and to avoid different meanings. This is intended for readers, so there are no misunderstanding or difficulties in the meaning of the keyword, so the researcher will given explanation of these keywords, including:

1. Dyslexia

Dyslexia is difficulty in writing, reading, spelling which stated with a literac value below the average, and one of the problems is that it is difficult to

distinguish letters that have almost the same shape as the letters b and d, and many others letters.

2. Teaching Method

The teaching method is way of teach or instruct the teachers use to students in the classroom, so that students can understand and can be used properly to gain knowledge.

3. Movie

Movie is a literary work in the form of audio-visuaal media that tells a picture of a person's life.

4. Taare Zameen Par

Taare Zameen Par is a film released on december 21, 2007 directed by Amir Khan. This film tells about the story of a boy named (Ishaan) who has dyslexia and the teacher named sir Nikhumb which is teach Ishaan.

F. Previous Study

The first, the researcher found a research from Aflahah , et al entitled “Gangguan Belajar dan Cara Mengatasinya dalam Film *Taare Zameen Par*”.¹² In this study it explain that by using several methods and approaches used by teachers in dealing children with dyslexia in *Taare Zameen Par* movie that can enhance students ability to learn to read, write and count. The method used in that study in the study is a multisensory method, which can cover cover a whole range where this can involve an entire sensor on a child. So this method uses the visual and kinesthetic abilities which in this method are based on awareness of students can

¹² Ulya Aflahah, Irfai Fathurohman, and Imaniar Purbasari, “Gangguan Belajar dan Cara Mengatasinya Dalam Film Taare Zameen Par,” *Jurnal Educatio FKIP UNMA* 7, no. 3 (August 19, 2021): 1152, <https://doi.org/10.31949/educatio.v7i3.1356>

help student with dyslexia in carrying out learning so that in the future children with dyslexia can write, read and count again. The similarity between this study and the researcher is how the strategies or methods used by the teacher can help and deal with children with dyslexia by using several methods. However, the difference between this study and the researcher is that the method used, where there are differences in the methods used at the same time from different authors. From this, the researcher wanted to use a method that might be more helpful in teaching dyslexic children some of the skills that are difficult for them to master and understand.

The second, the researcher also found the research written by Khumeyzim and Damanhuri entitled “A Psycholinguistics Analysis of a Dyslexia Character in *Taare Zameen Par* Movie”.¹³ This research describes the teaching methods used by teacher Nikumb, and applies several methods from Gillingham and Stillman by teaching Ishaan using several media and learning variations to overcome his difficulties. So Ishaan can again read, write and count correctly. The similarity of this research with the research of researcher is that they both want to explain some of the difficulties experienced by the main character (Ishaan) and teaching methods used to teach the main character until he can successfully read, spell, write and count. While the differences between this research and research of researcher are that this research explains more about psycholinguistics in the main character in *Taare Zameen Par* movie, while the research from the researcher explains teaching methods from several skills experienced by the main character in *Taare Zameen Par* movie.

¹³ Beny Khumeyzim Badruzzamani Mukhaamad and Adam Damanhuri, “A Psycholinguistics Analysis of a Dyslexia Character in *Taare Zameen Par* Movie” 04 (2016): 109.

The third, the researcher found the research written by Nova with the title “Kesulitan Berbahasa Tokoh Ishaan Pada Film *Taare Zameen Par* (Kajian Neurolinguistik)”¹⁴, this study explains the causes of dyslexia experienced by Ishaan along with the parts of the brain that cause Ishaan to experience dyslexia, such as difficulty in reading, writing because the occipital is located in the posterior lobe of the hemisphere which is problematic, and others. The similarity of this research with the research of researcher is they both want to explain the language difficulties of the main character, namely Ishaan, while the difference is that this research explains more about language difficulties caused by some problematic parts of the brain or in neurolinguistic research, in the film *Taare Zameen Par* had a dyslexia, while research from researcher more explained the teaching or treatment methods for children with language difficulties or dyslexia in the *Taare Zameen Par* movie.

The fourth, the researcher found the research written by Budi entitled “Dyslexia Potrayed in the Movies *Taare Zameen Par* and *Ikhsan, Mama I Love You: a Comparative Study*”¹⁵, this research want to explain about the comparison movie of *Taare Zameen Par* with *Ikhsan, Mama I Love You* to discuss the similarities and differences of symptoms experienced by children dyslexia from both of the films mentioned. The similarity of *Taare Zameen Par* film with *Ikhsan, Mama I Love You*, which equally explains the dyslexia, the similarity of child symptoms in both of those films, which is confusion to determine direction, reverse letters or numbers, difficult to count, and others, then another match was

¹⁴ Gita Nova D, “Kesulitan Berbahasa Pada Film *Taare Zameen Par* (Kajian Neurolinguistik), *STILISTIKA* 11, no. 2 (December, 2018): 95. <https://doi.org/doi.org/10.306551/t.v11i2.2366>.

¹⁵ Tri Budi Rahayu, “Dyslexia Potrayed in the Movies *Taare Zameen Par* and *Ikhsan, Mama I Love You: A Comparative Study*” (Thesis, University of Brawijaya, 2012), 2.

from the name of the child in the same film called Ikhsan. While for the difference between the symptoms of the child in *Taare Zameen Par* film and Ikhsan, Mama I Love You, in *Taare Zameen Par* movie the symptoms are difficult to spell words like sounds, difficult to write words with what was taught. Then for Ikhsan, Mama I Love You is just having three symptoms and no other symptoms dyslexia. So for this research as well as research from researchers that equally describes children dyslexia in movies, but the difference is that in this research not only studies *Taare Zameen Par* film, but there are other film that also discuss children dyslexia in Ikhsan, Mama I Love You film, and for the other difference, this research only explain the symptoms experienced by the two dyslexic children in the two films without providing a solution or teaching methods for dealing with dyslexic children so that they can learn well like normal children.

The last, the researcher found the research written by Qurotulhulaini entitled “Psikolinguistik Pada Anak Disleksia dalam Film “*Taare Zameen Par*”¹⁶ This research explain about the characteristic of difficulties such as speaking, reading difficulties, writing backwards, omitting words, replacing letters, and adding letters. The similarities this research with the research of researcher, they both want to explain learning difficulties experienced by dyslexic children, but the difference is that this research does not explain how to help or deal with dyslexic children, this study focuses more on psycholinguistic studies, which is this research difference with the research of researcher, namely not only explain the learning difficulties of dyslexic children but also explain teaching methods to teach dyslexic children.

¹⁶ Kiki Qurotulhulaini, “Psikolinguistik Pada Anak Disleksia Dalam Film “*Taare Zameen Par*”” (Thesis, IAIN Syekh Nurjati Cirebon, 2020), 6.

G. Review Related Literature

1. Dyslexia

a. Definition of Dyslexia

According Gavin Reid explain that dyslexia is a processing difference, often characterised by difficulties in literacy acquisition affecting reading, writing and spelling. It can also impact all about cognitive processes such as memory, speed of processing, time management, coordination and automatin. There may be visual and or phonological difficulties and there are usually some discrepancies in educational performances. There will be individual differences and individual differences, so it is important that when planning interventions and accommodations, you need to consider your learning style and learning work environment.¹⁷

So dyslexia is dyslexia include difficulty in spelling, when writing often shortages or excesses of letters, hard to distinguish letters b and d, hard to remember order, hard to concentrate, sometimes not focused on learning, hard to count, hard to read and understand , and others.

b. Charcteristics of Dyslexia

Gavin Reid,¹⁸ mentioned some of the characteristics of dyslexia, including, hearing, sight, connection, motor skills, and interaction, here's the explanation:

¹⁷ Gavin Reid, *Dyslexia and Inclusion, Clasroom Approaches for Assessment, Teaching and Learning* (London: David Fulton Publiser, 2005), 1.

¹⁸ *Ibid.*, 5.

1) Hearing

The ear represents the auditory aspect. This may be important for the development of phonological awareness. Phonological awareness is seen as being a crucial factor in dyslexia that is, differentiating between sounds, especially sounds that sounds and identifying them in words. These aspects can present difficulties fo dyslexic children.

2) Sight

Some dyslexic children may experience visual disturbances while reading the print, which can cause confusion, combinations of words and missing word or line while reading. Several colorful layers children have been successful, as has the use of coloured background for text and te font characteristics and font size.

3) Connections

These connections help integrate various skills, such as visual/motor integration, as in copying and auditory/kinesthetic integration, as in listening and performing intructions. There are numerous research results which neurological basics of dyslexia and in particular the connecting pathways of the left and right hemispheres and aspects related to the cerebellum and the magnocellular visual system. These factors affect processing speed as well visual accuracy and coordination.

4) Motor Skills

In particular, the cerebellum is involved, and a number of children with dyslexia show fine motor and gross motor skills. Difficulties that can lead to poor handwriting and or clumsiness.

5) Interaction

This interaction can lead to what is sometimes referred to as metacognition. This involves the student questioning him/herself as to why he/she thinks in a certain way. This type of self-questioning is an aspect of metacognition.

Martin Jamaris,¹⁹ mentioned some of the characteristics of students suffering from dyslexia, including:

- 1) Writing that are read often read backwards, such as: te word kudu is read duku, p is read q, or b is read d.
- 2) Often writing letters upside down.
- 3) When asked to repeat information, they find it difficult to provide verbal feedback.
- 4) The writing is difficult to understand or bad, so the written letter is unclear.
- 5) The ability to draw is not good.
- 6) When orders are given in writing they are difficult to follow.
- 7) In determining the direction they are confused about which number and which one is right.
- 8) Difficulty remembering and understanding recently read stories.

¹⁹ Jamaris Martin, *Kesulitan Belajar, Perspektif, Asesmen, Dan Penanggulangannya* (Bogor: Ghalia Indonesia, 2014), 140.

- 9) Difficulty in expressing thoughts in writing.
- 10) Dyslexia is experienced not because of problems with eye, ear or brain that are not functioning.
- 11) It is difficulty to recognize the shape of the letters and it is difficult to pronounce the sounds of the letters.
- 12) Difficulty combining letter sounds into correct words.
- 13) Because of the difficulty in wearing letters, it causes them to be very slow in reading.

c. Types of Dyslexia

Gavin Reid,²⁰ mentions several types of dyslexia namely, difficulties reading, difficulties spelling, difficulties writing, difficulties memories, difficulties movement difficulties speech movement, here's the explanation:

1) Difficulties Reading

- a) Difficulty recognizing and remembering word sounds.
- b) Substitution of words with similar meaning when reading aloud.
- c) Difficulty with rhymes.
- d) Reverses, omits and additions.
- e) Loses their place when reading.
- f) Difficulty with the sequence of the alphabet.
- g) Difficulty pronouncing multi-syllabic words, even common ones.

²⁰ Gavin Reid, *Dyslexia*, 3rd ed, The SEN Series (London ; New York: Continuum, 2011), 11.

- h) Poor word attack skills.
- i) Slow reading speed with little expression.
- j) Reluctance to read for pleasure.
- k) Reading comprehension.
- l) Word confusion.

2) Difficulties Spelling

Model contains spelling rules that are remembered makes phonological spelling errors, for example, 'f' with 'ph', This is the use of letters that have the similar sound such as 'z' and 's', difficulties with endings in words, for example, involving 'y' for 'ie'. This kind of error can be perfectly normal for dyslexics. One of the challenges in spelling is that when a word is constantly misspelled, this makes it difficult for dyslexic children to forget these mistakes. This means that mistakes have occurred in every phase of education.

3) Difficulties Writing

This often happens because there are errors in the use of capital letters and non-sequential small letters that are not irregular, as well as errors in the pattern used.

- a) Slow writing speed and reluctance to write length.
- b) Unusual writing grip or sitting position.

4) Difficulties Memories

- a) Poor short-term and working memory intervention. It can have difficulty remembering a list of information, even in the form of brief instructions or short lists.

- b) Poor long-term or organizational difficulties. Long-term memory is a certain limit that exists in good cognitive grouping, namely being able to organize information at each learning point.

5) Difficulties Movement

There may be a cross between dyslexia and dyspraxia (difficulty with machine control and development, for example, Difficulty in tying the shoelaces, so often hanging and falling. There are some elements related to the difficulty of coordination to provide guidance at the initial level of dyslexia identification. These elements are often recorded at pre-school stages.

6) Difficulties Speech development

There are several examples that include difficult speech development such as difficulty in recognizing similar sounds, difficulty in combining sounds into words, poor articulation, difficulty in naming, noticing bad rhymes, and the last, bad syntactic structure.

Other experts namely Jamila and Muhammad,²¹ also mention several types of dyslexia, including:

1) Visual Dyslexia

Visual dyslexia is a problem that children experience in using the senses of vision, although they can see wellbut it is difficult to interpret, remember and also distinguish from what they see. There are several difficulties experienced by dyslexic children, including:

²¹ Jamila K. A and Muammad, *Special Educational for Special Children* (Jakarta: PT. Mizan Publika, 2008), 142.

difficulty in reading sentences that are too long in the form of writing, difficulty in interpreting correctly, seeing letters like dancing and others.

2) Auditory Dyslexia

Auditory dyslexia is a difficulty related to hearing problems in children so that they divide words into several groups of words. As for some of the difficulties experienced by people with hearing dyslexia, such as those that often occur are difficulty in spelling, unable to distinguish consonants and vocals, difficulty in feeling the attributes of sounds in a language, difficulty in interpreting a certain voice with a written symbol.

3) Visual-Auditory Dyslexia

The visual-auditory dyslexia is a condition in which children are experiencing a fairly bad phase, because both of them have problems, namely hearing and visual senses, because they are unable to interpret from what they hear and see.

2. Teaching Strategies

a. Definition of Teaching Strategies

According Lawton,²² explain that Teaching strategy is an overall learning plan covering the behavioural structure required by educated participants in line with the instructional objective and broad planning strategies required to implement that strategy. The strategy teaches you to

²² Sarode, R. D. "Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education". *International Journal of Current Engineering and Scientific Research (IJCESR)*, 5(5), (2018): 57.

refer to the method used to help students learn the content of the course that is needed and to destroy the goals that can be achieved in the future. Learning strategies identify the various learning methods available, allowing them to develop the right strategy to address the identified target group.

This strategy is embedded in understanding the reality of design. The advancement of the method as technology has evolved from the international military and then used in education. In war, the way is to win. Similarly to the learning system, educators have to understand everything related to the learning system to be implemented.

So, the teaching strategy is a real teacher action or practice teaching teachers in a way that is considered more effective and efficient, in other words the teaching strategy is a learning strategy in the classroom. The tactics must reflect the system and systematic steps. Systematics means that each component learns to teach each other how to relate so that it's confusingly arranged to achieve its purpose. Systematics means the steps that teachers are taking in the process of learning to teach detailed and logical rules to support their attainment.²³

Teaching strategies for students with dyslexia can help these students compensate for the different ways their brain processes information, giving them the opportunity to succeed academically.

²³ Nana Sudjana, *Dasar-Dasar Belajar Mengajar*, (Bandung: Sinar Baru Algesindo, 2014), 147

b. Function of Teaching Strategies

Devlin dan Samarawickrema,²⁴ mentions there are various strategies used in teaching children with dyslexia, including:

- 1) A Learning Problem Oriented Strategy spreads strategies to address a particular learning problem.
- 2) Participants are generally informed of the strategies they use and can identify what they are made of if they are asked to observe what they are doing.
- 3) The strategy involves verbal and non-verbal behaviour.
- 4) Language strategies.
- 5) Some behavioural strategies and some psychological ones. Thus, some strategies can be monitored directly while others can't.
- 6) The strategy facilitates learning either directly or indirectly by providing data to students about it.
- 7) The strategy used varies greatly because of the type of tasks performed by educated participants and the personal preference of educated participants.

c. Teaching Strategies for Student with Dyslexia

According Sandra and Judith,²⁵ mention that there are 7 teaching strategies to teaching children with dyslexia, including:

²⁴ Devlin, M., & Samarawickrema, G. "The Criteria of Effective Teaching in a Changing Higher Education Context". *Higher Education Research & Development*, (2010) 29, 113. <http://dx.doi.org/10.1080/07294360903244398>.

²⁵ Sandra F. Rief, and Judith M. Stern, *The Dyslexia Checklist, a Practical Reference for Parents and Teacher* (America: Jossey-Bass, 2010), 59.

1) Phonological awareness

Phonological awareness is a level of skill as a key condition in developing reading skills that have been recognized by scholars and researchers.

For dyslexic patients marked with difficulty in reading, due to problems in connecting from language and writing and also in identifying the order of sounds from a word. It's a skill that shapes phonological awareness. Dislexia is also seen as a difficulty in language processing at phonemic level. So the child's dyslexia needs a strategy or intrusion to deal with it. Or some strategy or intrusion in phonological consciousness

a) Rhyme

- i. Ask children to identify words that have poems, such as poems, songs, or stories.
- ii. Ask children to make poems of their own.
- iii. Play an existing game.
- iv. Make a card game or bingo board.
- v. Give a child two words. Ask them if they're poets.

b) Working with Syllables and Words

- i. When you want to leave the room, ask the children to line first and each child gives one, two or more words. And so on.

- ii. Train in activities involving replacement, deletion and sound addition.

2) Systematical Phonetics

Phonic is a type of instruction that teaches the relationship between letters and sounds. When a child learns phonics the first thing to do is understand that sounds can be represented in printed form. Then they are taught to associate sounds with certain letters. By using phonics as a reading strategy, it can help children connect letters or groups of letters to each sound they say, then combine the sounds to read words. This is to recognize words smoothly, because children need good skills.

Phonics is a strategy to decode (analyze) words by hiding them from the reader. Phonetic skills involve combining (blending) individual sounds, as well as breaking words into individual sounds. These skills are needed for word recognition and spelling.

Dyslexic children have significant difficulty with phonics. Most of them are to learn how to decode sound symbol relationships which is a difficult process. Teaching dyslexic children to read requires the use of research-based methods, which include effective phonics instruction.

- a) Explosive System Phonics Instructions

- i. Systematic phonics means initially teaching only a few vowels and consonants that have regular patterns of sound and spelling.
- ii. Explicit instruction means teaching phonics directly with lots of practice and feedback from the teacher.
- iii. Instruction must be appropriate to the developmental level of the student.
- iv. There must be a lot of interaction between the teacher and students during the lesson.
- v. Phonic instruction for children with dyslexia must involve multisensory strategies. Children can use a variety of media such as wet sand to trace or write large letters with their fingers and also while saying the sound that corresponds to the letters they write and this is another multi-sensory strategy.
- vi. This gives them practice writing words with their newly learned letter and sound associations to strengthen the relationship between the sound and the writing.

3) Decoding Strategies

Decoding strategies is the process of implementing word attack strategies to find unknown words. Words are sounded by reading each sound associated with a letter or letter pattern and then combining these sounds to form a word. There are too many words in our language for children to be able to memorize each

word as a means of identifying them in reading. Decoding allows the reader to identify even words that have never been seen before.

a) Activity to teach Decoding

- i. Use smart, dominoes, or cards. Make some cards or Domino with attacks and others with rhythms. Students match rhymes with the beginning to create words. Ask students to work together to draw as many words as possible from a particular rhyme as with -ink: pink, think, stink.
- ii. Use word sequence. By dividing words, students have an opportunity to sign them up for equality and difference.
- iii. Word sequencing activities give students the opportunity to organize words by rhyme (-ane and -ain), to focus on different spellings from one rhyme or to distinguish words by identifying words that contain each other. (The card says the name and the stamp will be placed below the same; ham and ram will be placed under the silk.)
- iv. Word type can be used to provide training in decoding Skills. For example, students can be asked to find words

with letters without sound, words that follow the silent rules e, words that have the same vocal sound, or words that have the same initial sound.

- v. Use decodable texts (a book that contains words with familiar font patterns for students) as part of an early reading instruction. Students can use newly developed ones word recognition skills to read books independently.
- vi. Use interesting books with easy vocabulary for older students with weak vocabulary skills.
- vii. Use elderly volunteers and teachers to provide students with an increase in reading training.
- viii. Create a word wall or individual page in the selected notebook. Every wall or page will contain one piece of word or family word like eat, ill, un. Ask students to add words containing a particular piece to each wall or page.
- ix. Prepare a horizontal student line of words, each containing a few similar words (for example, he, hair, here). For each line, say one word and ask the students to circle it. This activity requires students to look carefully at the word "inside."

4) Sight Word and Irregular Word Strategies

- a) Activity to Help Students Learn Visible Words

- i. When introducing new visual words, focus only on a few words every week.
- ii. Ask students to think about singing, poetry, or other listening techniques to help them remember the spelling of some visual words. For example, students may sing by spelling words and then saying the whole word: "S.. a....d, s..a....d, word, word."
- iii. Make two sets of cards, each with the same visual word. Students can use that card to play games like Concentration (flip two cards; try to find matches), Go Fish, or bingo. The more students see and work with the words of vision, the more familiar the words become.
- iv. Show visible words by clicking on the word walls around the room. Word walls can be upgraded when words are introduced.
- v. Use newly introduced visual words on the writing board and in the calendar, reminders, class messages, and individual notes for students.
- vi. Make a card with the words of vision written with the texture (ampoules, pasta, pipe cleaners) so that children can feel those words, read them, and speak them aloud.

- vii. Use the word bank. Every student may have a box like that used for prescription, filled with cards, each containing a visual word. All words successfully read are placed in one piece. New or uncontrolled words are placed in the second part (or box). The kid's been building a bunch of eyeballs all year. A big metal ring with a hole card can also be used. They're easy to carry and can be carried on a car trip or used during a self-employed period.
- viii. Use the children 's learnt vision words as part of this week 's spelling list.
- ix. Write group poems that focus on some visible words, so repetition is done in a fun way.
- x. Ask students to complete an unsolved sentence with a visual from the list of words provided.
- xi. Ask students to write their own words, using as many visual words as they can. (Give list for reference.)
- xii. Teach non-new words by comparing them to similar words such as their own, bought/ brought/ fought.
- xiii. Push students to see non-sequential words to see what makes them complicated. Ask the students to find their own ideas to remember those words. Students can use a trigger to identify phrt 6838 words that they think are unusual-- for example, w in two or gh in though.

- xiv. Examine new words that students will find in their reading in content fields such as social and scientific studies. This may include words whose spelling is irregular or comes from other languages - for example, islands, Sioux. Efforts to break the code of words will not succeed, and may add frustration to poor readers.

5) Fluency Strategies

Fluency is the ability to read easily with accuracy, automaticity, speed, and expression. Research shows that the radiation correlates directly with understanding. Fluency is a significant weakness for readers with dyslexia, whose reading is often very slow, exhausting, and less expressive, which in turn affects reading comprehension.

Research-based strategies to develop research poverty show that poverty can be developed through various techniques, especially through repeatedly monitored literature.

a) Reading Strategy for Fluency

- i. Reading Adult Students. Adults read hard first, give models read well.
- ii. Partners read, or friends read. Partner reading can be done in many ways. One way is to install a stronger reader with a less sophisticated reader. A stronger reader first reads the page or the part horizontally, pointing to the words the following pair. Then the

unclean reader reads the same part while a stronger partner helps and trains.

- iii. Reading the voicemail. This technique involves simultaneous hard reading of text after first modeling to read the text smoothly. Everyone sees text while reading. There are various ways to do reading the vocabulary in the classroom: using individual copies to read together, or providing large text that students can see from where they sit. This is usually done by projecting text on the screen via the overhead projector or the document camera using "large book", or writing poetry words, songs, or large print parts on the writing board or graphic paper.
- iv. Gema reading. Teacher reads briefly from the text (one sentence, paragraph, or one byte poetry).
- v. Immediately, students repeat what they have just read while teachers show or sweep under words. Reading an echo can be done with the whole group or just one student. The poetry and lyrics of the song work well for the practice of wickedness.
- vi. Read with video help. A student reads along with a piece or book on a CD that is recorded by a non-performing reader. After hearing it read several times, students read along with the recording and train until

the text can be read smoothly. Some recording books may not fit for the practice of expression because they may have too many words or foreign concepts.

- vii. Software program. Students use programs like Naturally Reading (www.readnaturally.com), which combine teacher modeling, repeating, evaluating, and monitoring progress on computers.
- viii. Theatre readers. A lot of theater scripts are very good for the practice of expression. Students are trained to read the part assigned from the script to appear in front of classmates or other audiences.
- ix. Train to show. In addition to reading theaters, many other performances, for example, doll shows, performances, concerts, or poetry parties can provide a way to make difficult readers practice fluency by training in preparation for performance. Read old friends. Older students often have younger readers. Reading a book in good expression gives a breakthrough exercise in preparing to read it to their younger friends.
- x. Expected recurrence of reading and charting. Students read the short part for a minute. The teacher determines the right words per minute in that part, and the student maps or maps the score. This procedure

goes on with repeated reading until the target reading level is reached.

6) Assistive Technology to Support Reading and Writing

With the technology now available, many of the reading and writing difficulties faced by dyslexic students can be significantly reduced. Lots of affordable and easy-to-use tech tools and resources for the home and school.

Assistive technology devices are any goods, devices or product systems that are used to enhance, maintain or enhance the functional abilities of persons with disabilities. The assistive technology devices or services specified in their plan are provided by the school district.

a) Buku audio

Audio books are very good for those with dyslexia because they have access to text they cannot read themselves.

Audio books from all content and classroom levels are available for students who are subject to a sufficiently severe dyslexia to prevent them from accessing printed matter on a standard basis.

b) Teks elektronik (e-text atau e-book)

Electronic text (book or other text provided in digital format) It's very useful for students in dyslexia because it can be changed in various ways (increasing, changing

color or font, changing to another format, copying and moving to another document, reading with soft speech devices) very interactive and fun

Many students with dyslexia meet the conditions for obtaining textbooks and other books as well as material written in electronic text or audio books format.

7) Spelling Strategies

Spelling difficulties are common in dyslexics. Spelling mistakes can affect the quality of someone's writing. By teaching children spelling patterns and exposing them to words using a variety of multisensory techniques, students improve their ability to spell correctly.

a) Dictate Spelling

When dictating words to students

- i. Give examples of the correct pronunciation of words (some sounds may be exaggerated), especially those that may be difficult for students to do (February, library) to help them copy each sound correctly.
- ii. Encourage students to tap the number of sounds they hear in words or write a line for each sound. For example, the word run would consist of three lines: ran.

- iii. Have students identify the vowels in words before they write them. They can also count syllables to guide their spelling.
 - iv. Shows the correct spelling of a word after students try to spell it.
 - v. Spelling difficulties are very common among dyslexics. Bad spelling affects the quality of one's writing. By teaching children spelling patterns and using a variety of multisensory techniques to expose them to words, students can improve their ability to spell correctly.
- b) Dictate Spelling [When dictating words to students:
- i. Example the correct pronunciation of words (may exaggerate some sounds), especially those that may be difficult for students to do (February, library), to help them transcribe each sound correctly.
 - ii. Encourage students to tap the number of sounds they hear in a word or write a line for each sound. For example, the word run will have three lines: r
u
n.
 - iii. Ask students to identify the vowel sound in the word before writing it. They can also count syllables to guide their spelling.

- iv. Show the correct spelling of words after students have tried to spell them.
- v. Model using familiar words to construct new words.
- vi. Ask students to say a word, try to spell it out loud, then try to write it down.
- vii. Encourage students to subvocalize a word, so they pronounce and hear each sound as they write it.
- viii. Review the basic syllable types in order to help students apply those rules to spelling.
- ix. Introduce the word sight as a spelling word a little at a time, so there is not too much to learn all at once.
- x. Create a custom list, if necessary, for students with spelling difficulties, focus on specific spelling patterns or rules.
- xi. Class spelling lists that are primarily based on words from content areas (eg, pioneer, wisma, pemekaran) do not have consistent spelling patterns, making them difficult for dyslexic students to learn.
- xii. Correct students' spelling after they have written the words. Teachers can encourage students to write without worrying about spelling. However,

corrective feedback is often necessary so that certain words are not misspelled out of habit or due to lack of correction.

- xiii. Using Multisensory Strategies to Strengthen Spelling Skills Motivate children to practice spelling words by using engaging multisensory strategies in different formats: Writing in the snow, rice, or sand placed on a shoebox
- xiv. Finger-drawn words using shaving cream on a table or pudding or whipped cream on a paper plate.
- xv. Write words with glue or liquid starch on cardboard, then sprinkle glue with glitter, nuts, or macaroni to create a textured, three-dimensional spelled word. (Tracing textures with a finger helps create sensory imprints on students' brains which improves memory and retention.) Practice by writing words on individual chalkboards (or dry-erase boards) with colored chalk or dry-erase pens.
- xvi. Write words using alphabet manipulatives (for example, magnetic letters, sponge letters, alphabet stamps, or alphabet cereals). Students can work in large or small groups to build words. Spelling difficulties are common in dyslexics. Spelling

mistakes can affect the quality of someone's writing. Strengthen spelling skills by teaching children to spell patterns and use

- xvii. Use multisensory strategies Motivate children to practice spelling words

3. Movie

a. Definition of Movie

Movie is motion picture or moving picture, Is a work of visual art that is done to simulate experiences with ideas, feelings, stories, atmosphere, perception, beauty, through moving images. The image is accompanied by sound, sensory stimulation and others.

According to Nawiroh movie are a means of mass communication. Intended as a means of mass communication because this is a form of communication that uses channels or media that are useful to connect communicators together and many are scattered everywhere, have a specific purpose, and for the audience it is anonymous and heterogeneous.

According to Nurgiantoro, movie is reflection the social life of community, and also contains the application of morality. Through the stories presented in te film as well as te attitudes and behavior of the characters in the film, it is hoped that the audience can catch the moral message conveyed in the film.

From the explanation above, the researcher conculdes that watching movies is one of the activities that many people like. By watching movies

the audience can absorb the good moral values in the film and apply them in social life.

b. Types of Movie

1) Story Movie

Story movie is those that contain stories, and usually these films are screened in cinemas and usually this story film is no more than 60 minutes.

2) Documentari Movie

Documentary movie is films where the story is based on a true story or based on facts without being fabricated.

3) News Movie

News movie are the same films as documentaries but differ in presentation and duration. But still based on a true story.

4) Cartoon Movie

Cartoon movie is films that take a long time to make because they need careful accuracy in making them. This is done by drawing the paintings one by one, then photographing them one by one and combining them into one that can eventually become a cartoon movie.²⁶

4. Taare Zameen Par

Taare Zameen Par is an Indian movie. This film is produced and directed by Amir Khan, besides being a director he is also a teacher figure in the movie. This movie was released in 2007, 11 years ago, and this movie is about education. So this movie tells the story of children with dyslexia, the child is

²⁶ Sriwahyu Ningsih, *Film Dan Dakwah* (Surabaya: Media Sahabat Cendekia, 2019), 3.

the main character named Ishaan, he is 8 years old. Ishaan is dyslexic children, where he can hardly read, spell, write, and count. When he is writing or reading letters that are almost the same shape or the letters are reversed and pronunciation he will definitely have difficulty, he sees the letters like dancing and jumping so that he is difficult to read and write. Then in counting he also had difficulty, when there was a math test he could only imagine in counting numbers, but the answer was still wrong. But even though he is weak in reading, writing, and counting, he has expertise in painting, because he can imagine widely. Ishaan is famous for being the most naughty and lazy kid, but behind that he is actually a good kid but because everyone who can't respect him and always mocks him, be it friends, teachers or his own. He really just needs the love of his parents. Then Ishaan was transferred to the dormitory he felt increasingly stressed and lost his way until one day a teacher named Nikumbh came who could help Ishaan in overcoming his problems, he taught several learning methods that could read, write and also calculate correctly, and not only that Ishaan also won at his boarding school in a painting competition and finally Ishaan can become a better child and give big thanks to teaching method taught by Mr. Nikumbh and Ishaan is able to live happily.