Designing ELISGAM For Dyslexia Students of SLBN Jombang In EFL Classroom

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ABSTRACT

This research aimed to design the learning media named ELISGAM for dyslexia students that could help them to learn English language. This media application was focused only in listening skill. The research method of this research was Research and Development method (R&D) that adapted ADDIE model that consisted of five procedures, they were: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. This research involved six dyslexia students of SLBN Jombang in senior high school grade. From those steps, the researcher got the result of the research. 1) The result of media validation was 4,1 (good category), 2) The result of material validation was 4,4 (very good category), 3) The result of dyslexia validation was 4,4 (very good category). Based on the result, the researcher concludes that ELISGAM application was deserved to be used for dyslexia student to learn English language especially in listening skill

Keywords: Dyslexia student, Listening, Learning media.

INTRODUCTION

Education is the most important thing that we have to focus on, anyone can get education. The rich one, the poor one, and even some children who are considered stupid students. The way of the students learning in some schools must be enjoyed by the teachers and also by the students. So that, the objectives of learning and teaching activities can be achieved properly. For some students learning is the boring. It's not because they are lazy or stupid students. But, the problems that they face when they do some activities like reading and writing. They are called dyslexia students. According to Dr. Albert M. Galaburda, MD, neurology Harvard medical school (1985) as cited in (B.J & Valentina, 2016), dyslexia is a condition that is closely related to the nervous system. Dr. Galaburda (1985) as cited in (B.J & Valentina, 2016) says that humans have two asymmetrical brain hemispheres, the left hemisphere is bigger while in people with dyslexia the hemispheres are symmetrical.

That is why, dyslexia students cannot identify the letters and rewrite the letters correctly. Even some of them cannot do some simple things like tying shoelaces, tying a tie and often falling on uneven roads. This happens because what they see is not the same as we see. There are several traits that are generally possessed by dyslexia students including difficulty concentrating, often flipping numbers and letters back and forth, inconsistent in reading or spelling phonetically. Life with this condition must be difficult for them and also for their parents, some people do not know about the situation so, the dyslexia students are considered as the lazy and stupid one because they cannot write, read, and pronounce the letters correctly, and even also get some distractions to understand the sounds. In this case, the right, efficient, and effective media is needed, that can help the dyslexia student to learn English language especially in listening skills. Listening is the one way to learn English language that can be possible for dyslexia students because of the limitations of dyslexia students' ability to understand the letters or numbers. So, in this study the researcher wants to design the media that focuses on dyslexia students in learning English language especially in listening skills. The researcher tries to develop an effective media that can be comfortable for dyslexia students. In this era most of learning media are using the technology, because our activities also use technology. So, according to this statement the researcher wants to build an education.

Media use of ICT for dyslexia students. As we know there are many hundred benefits of ICT

including for learning of dyslexia students. There are some advantages of ICT that can find out in our daily activities, according to Mandal & Mete (2012) as cited in (Talebian et al., 2014), ICT is used in various fields such as: development Course Materials; Providing Content and Sharing Content. Communication between learners, teachers, and the outside world; creating and conducting presentations and lectures; Scientific research; operational support and student registration. Using ICT in education can give some advantages for teachers and also for students as through the use of ICT in education, learning is no longer limited to self-learning timetable. (Hattangdi & Ghosh, 2008) as cited in (Talebian et al., 2014).

Technology offers numerous benefits, its effective integration into the learning process should be done thoughtfully, considering pedagogical principles, accessibility, and privacy focus. Additionally, the role of the teacher remains crucial in guiding and facilitating the use of technology to ensure its optimal utilization for educational purposes (Prasasti et al., 2019).

Based on need analysis with teachers of SLBN Jombang, we get information dyslexia students of SLBN Jombang can enjoy the learning process when using an ICT learning media because some of them are interested in digital media and also can be professional with it. According to the teacher the dyslexia students of SLBN Jombang also have some difficulties in learning English when just using whiteboard media. So, to overcome the problems and situation above, the researcher tries to design an ELISGAM application based on ICT to help dyslexia students to get English language especially in listening skills. There are some previous studies that focus about media and dyslexia, such as The study of Interactive e-Books to Support Reading Skills in Dyslexia by Schiavo & Buson (2014) as cited in (Schiavo & Buson, 2014), Designing RO-LEX application for dyslexia student by Rizky Amalia (2019) as cited in (Ma'arif et al., 2022) and Development of Audiovisual Learning Media Based on Augmented Reality for Dyslexia Students (Lexiary- Dyslexia Augmented Reality) by Ghafar (2022) as cited in (Abdul Gafar et al., 2022). They are the same about the topic focus, it is building the reading application for dyslexia students, but the researcher is conducted and focused on the listening section for dyslexia students. Based on the description above, the title of research study conducted is Designing ELISGAM for Dyslexia Students of SLBN Jombang in EFL Classroom. The big hope from the researchers that this media can help all the dyslexia students to have more fun and easier learning and teaching activities in EFL Classroom in listening skills.

So, according to the statements above the objective of this research is to design ELISGAM application for dyslexia students of SLBN Jombang in EFL Classroom.

METHOD

In this study the method used is Research and Development (R&D) as a research design. R&D is a research design aimed at developing or designing educational products. There are several steps to make the research, for the first we must know about the media needed by the teacher and also by the students, it is like identifying about the class problem, the class situation, the students condition, and the students psychology, validator validation and also try out and evaluation (Latief, 2019). There were many models of R&D research especially those for product oriented models as ADDIE, ASSURE, Kemp, Borg and Gall etc. Based on those models stated previously, the researcher adopted the ADDIE model.
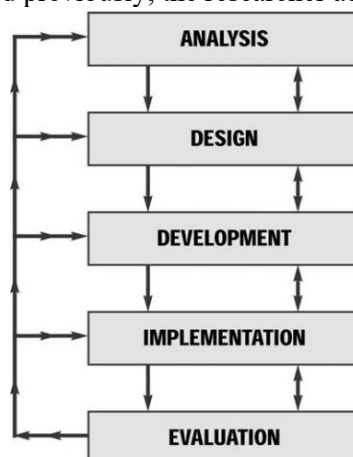

Figure 1 : ADDIE process

• The Results of Analysis

In this stage, the development of media is based on the data on need analysis with the teacher of SLBN Jombang using an interview and observation. The results of the interview with the teacher were as follows:

• There were some distractions of dyslexia students for getting language, especially in English language. As the dancing letters, the blurry letters or some distraction on the sound that they heard it.
• They had low motivation in EFL class because some words were considered difficulty by them.
• They had not the English teacher, so it made some of them got the limited material.
• The teacher rarely used interactive media, or ICT learning media during the EFL classroom

Based on the results of the interview and observation above, the researcher concluded that dyslexia students had some distractions to understand the language, and they needed the motivation to still learn in EFL class. So that, they also need the effective media.

• The Results of Design

In this stage, the design of the display of ELISGAM application is based on the results of needs analysis that as follows:

Table 1. Design Description

Design	Description
Layout	Layout of ELISGAM application was suitable for the dyslexia students, the researcher tried to decrease the dyslexia student's distraction, so the researcher used the contrast colour, bigger font, and the interesting.
Text	ELISGAM application used a clear and understanding the dyslexia student's font and the right size also. According the teacher of SLBN Jombang, the dyslexia students cannot understand and identify the font with the "a" letter, but they can identify the "a" letter, so the researcher used the "a" with the Comic Sans MS font and also used the capitalize letter
Picture	The picture was one of priority in this application. The researcher tried to use simple picture to avoid distraction of the dyslexia students like the mother's picture without the baby, the sofa without the pillow etc. The researcher also used the picture with the contrast colour. The purpose is to make dyslexia students easier in identifying the picture.
Audio	The audio is the main purpose in this application. The researcher always gave the audio speaker button in every material section. The researcher also used audio for the students' evaluation. The researcher did not use the back sound audio with the reason to avoid the students' distraction.

• The Results of Development

The result of development of application is based on the result of consultation with some experts and the revision from some experts. There are 4 experts, Two of them are media validator and two of them are materials validator, the materials validator are classified into dyslexia materials validator and English materials validator.

• Expert validation

According to (Aini et al., 2018) there is an average formula that can be used to calculate the result of the validation as follows. The formula to calculate the total score from each validator from each aspect with formula :

$$V = \frac{xi}{n1}$$

The formula to calculate the average of each aspect from all validators was :

$$X = \frac{v}{n2}$$

So, based on the formula above the results of media validators as follows :

Table 2: The Results of Media Validators

The result	Description
The fisrt validator : The score of aspects : 72 Number of aspects : 17	The result of the first media validator is : **4,2**

Sum : 4,2	
The second validator: The score of aspects: 68 Number of aspects: 17 Sum : 4	The result of the second media validator is : **4**
Total average of all validator : 8,2 Number of validators: 2 Sum : 4,1	The interpreted of the result of ELISGAM application was ***"Good"*** with **"4,1"** score validation.

Table 3. The Results of Material Validators

The result	Description
The dyslexia validator : The score of aspects : 49 Number of aspects : 11 Sum : 4,4	The interpreted of the result of ELISGAM application was ***"Very Good"*** with **"4,4"** score validation.
The English material validator : The score of aspects : 84 Number of aspects : 19 Sum : 4,4	The interpreted of the result of ELISGAM application was ***"Very Good"*** with **"4,4"** score validation.

- Revision based on validator judgment

In this part the revision of the ELISGAM application is based on the suggestion from the media and material validator. There were some revisions based on critics and suggestions of validators.
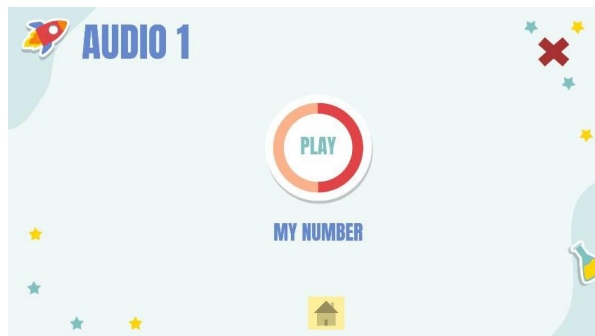

Figure 2. before and after revision based on media validator

Figure 3 : before and after revision based on material validator

- The Results of Implementation

This implementation was conducted in SLBN Jombang. There were 6 dyslexia students that joined the class. They were chosen based on the recommendation of the teacher and the discussion of the teacher and researcher. This implementation was conducted during two days.

The first day of introducing the ELISGAM application to the dyslexia students was how to use the application, and how to introduce the materials of the ELISGAM application. During the class, the researcher asked the dyslexia students to identify and mention the picture of the ELISGAM application

then listen to the sound of the application. After that the students tried to match the picture and the sound on the exercise slide, then they repeated the sound.

In the second day, the researcher and the dyslexia students played the game of remembering materials in the ELISGAM application. The researcher also asked the dyslexia students to rewrite the sound based on what they heard. At the last, the researcher interviewed the dyslexia students about the ELISGAM application. The result of implementation was based on the interviews of five students from the six students who joined in the class. The one student answered one question.

- The Results of Evaluation

The evaluation is based on the weakness of ELISGAM application as follows:

• It could be operated in PC not in android

• There was no score after doing the exercise.

According to the statement above that can inform about the aspect of ELISGAM application that must be evaluated.

- Discussion

This application was provided for the dyslexia students and increase their motivation and desire to learn language especially English language. Such as the essential of learning media by Sukiman (2012 : 29) as cited on (Prasasti et al., 2019) that learning media is anything that can be used for channeling. A message from the sender to the recipient that expresses thoughts, feelings, attention, Consider students' interests and desires so that the learning process is goal-oriented, achieve your learning goals effectively, ELISGAM application was considered to be an effective learning medium for the dyslexia students.

There are some strengths of ELISGAM application that support the statement about the function of this application as follows:

• The material was suitable for the dyslexia student because the vocabulary was the things that the students usually find it.

• It provided the good picture and the clear sound that made the dyslexia students able to understand it properly. It is in line with the statement (B.J & Valentina, 2016) that some way to give understanding of the materials for dyslexia students as follows: Used audio tools in delivering material so that it could be repeated by dyslexia students and Used the picture and contrast color so , they could learn English language properly.

• It is an interactive game. It is in line with the statement that Interactive games were challenging players to solve fascinating problems. Players learn by doing, in a virtual environment that reacts to every move and decision.

CONCLUSIONS

This research aimed to design the ELISGAM application, tailored specifically for dyslexia students in SLBN Jombang, to facilitate their English language learning, particularly in the listening skill. Dyslexia students often find digital media engaging and comfortable to use, making ICT-based learning an ideal approach.

The result of designing ELISGAM learning media can be concluded as follows: 1) The result of media validation was 4.1 (good category), 2) The result of material validation was 4.4 (very good category), 3) The result of dyslexia validator validation was 4.4 (very good category). Based on the results, the researcher concluded that the ELISGAM application was deserved to be used for dyslexia students in SLBN Jombang in learning English language especially in listening skills.

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