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**TEACHERS' KNOWLEDGE OF STUDENTS WITH  
DYSLEXIC DISORDERS AT PRIVATE SPECIAL NEEDS  
SCHOOLS IN MALAYSIA****Sundarai Muniandy, Madhya Zhagan & Karthiyani**

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**ABSTRACT**

*This study was conducted to determine the challenges that teachers will be facing how much knowledge and experience they have to deal with students with dyslexia and their teaching strategy toward students with learning disabilities. This research intended to determine the knowledge of understanding, and teaching strategies of the impact on students with special needs in private schools. The study sample involved 30 teachers who are working in Special Education (SEN) at private schools. A quantitative research method was used to analyze the collected data in this particular study. The quantitative instruments were collected and analyzed using the computer software Statistics Package for Social Science (SPSS) version 28.0. Description data was used to produce min, percentage, and frequency. Data shows the level of understanding of dyslexia of respondents is medium which is the overall mean is 3.57. Meanwhile, the overall mean of teaching strategy level is 3.87 which is a high level. Besides, teachers have their knowledge of dyslexia and challenge them to understand more about dyslexia. The conclusion of this research is teachers are required to gain more knowledge of dyslexia and have a positive attitude toward their knowledge.*

**KEYWORDS:** *Teachers' Knowledge, Dyslexia, Special Needs*

**INTRODUCTION**

Malaysia's Ministry of Education (MOE) released the Malaysia Education Blueprint (PPPM) 2013-2025 in October 2011 to assess the country's education system as a whole to better the country's aspirations in educating the young generation to meet the needs of the twenty-first century. The PPPM is divided into three phases: Phase 1 (2013-2015), Phase 2 (2016-2020), and Phase 3 (2020-2025), to provide the best education possible for all children, especially those with special education needs (SEN). The level of teachers'

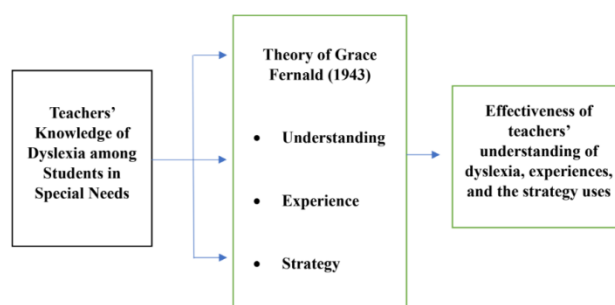
knowledge of Dyslexia teaching students with dyslexia and the elements that may be associated with a better understanding of the condition, the current study was conducted. Several studies conducted over the last several decades on teachers' knowledge and preparation in the area of Specific Learning Difficulties (SpLD) of dyslexia to teach students who have reading and spelling difficulties.

The level of teachers' understanding of Dyslexia teaching students with dyslexia and the elements that may be associated with a better understanding of the condition, the current study was conducted. Several studies conducted over the last several decades on teachers' understanding and preparation in the area of Specific Learning Difficulties of dyslexia to teach students who have reading and spelling difficulties. Autism, Dyslexia, Slow Learners, Down Syndrome, Attention Deficit hyperactivity disorder (ADHD), and Gifted and Talented Children are the classifications for students with learning challenges (SLDs) (Ministry of Education Malaysia, 2000). Students with learning disabilities are children who struggle to grasp the 3M skills of Reading, Writing, and Arithmetic (Gutasan et al., 2021). As a result, surveys need to be conducted to measure teachers' understanding of dyslexia, which includes a broad awareness of the illness, diagnosis, and treatment alternatives. The ability to comprehend dyslexia is crucial for instructors since it will aid them in identifying students who have learning disabilities and determining the level of mental health of children (Zhu, & Kageura, 2019).

The teacher's uses strategy of learning is ineffective for children with dyslexia because they tend to be stereotyped, teacher-centered, and passive, among other characteristics. Many researchers have developed computer interactive multisensory programs to aid pupils in the recognition of words and the development of reading skills. In contrast, the development of modules that improve cognitive skills such as attention, memory, and executive function is rather slow (Behnamghader, et al., 2019). The purpose of the study is to the teachers' knowledge, and teaching strategies at a private school gained by the researcher can be used to supplement their training as professional teachers in the future and it is anticipated that students will become more involved in the learning process.

## CONCEPTUAL FRAMEWORK

The study's conceptual framework is a framework built on the study's built on the theoretical framework stated earlier. The researcher will use this framework to completely explain the topic of the study to be conducted. The reader will gain a better comprehension of the elements that will be discussed in the researcher's study by using this conceptual framework as well.



**Figure 1: Conceptual Framework**

### Grace Fernald Theory

The factors that will influence the student's learning process, the conceptual framework of this study was built on Grace Fernald's process theory. Input comprehension, experiences, and strategy are all significant aspects in determining the efficacy of a learning process (Grace Fernald, 1943). The input in this study is the instructors' knowledge of dyslexia among pupils with special needs. The action aspects examine a teacher's

method when working with students who have dyslexia. The theory that is seen to be quite appropriate to use is the Educational Process Theory introduced by Grace Fernald (1943).

This theoretical explanation of Grace Fernald's ground-breaking reading strategy was created to aid dyslexic kids in learning to read. When offered tutoring and the right incentive, many non-readers have learned to read fairly simply by utilizing conventional methods. It was discovered that the other kids were intellectually behind. The introduced theory, according to Grace Fernald, encompasses the essential aspects that impact the success of a learning process, implementation, and strategy.

Fernald's kinesthetic spelling and reading method motivated students who were failing to trace words. Years of research resulted in her classic work, *Remedial Techniques in Basic School Subjects*, published in 1943. The popular kinesthetic method is used to base modern instruction in the areas of special education and remedial reading. Fernald's concept of integrating the physical with the auditory, verbal, and visual parts of reading instruction, also known as visual, auditory, kinesthetic, and tactile (VAKT) multimodal learning, or multisensory, is still used by educators today.

## **LITERATURE REVIEW**

### **Teacher's understanding of dyslexia**

Their results showed teachers' understanding of learning disabilities when they gained some knowledge and they had dyslexia confusion when they gained some knowledge about dyslexia. Their understanding of learning disabilities and dyslexia was not subject to validation, private school accreditation, or openness to background knowledge. The understanding of dyslexia is regarded as very important. Furthermore, it is very important to use strategies that can help particularly in the field of special education teachers.

Teachers devote their attention to dyslexic students to assist them in focusing on their reading, writing, and arithmetic following the Sustainable Development Goals (SDGs) is ensure "no one left behind" and the 11th Malaysia Plan (Rahman et.al., 2021). Teachers' understanding of dyslexia can influence the pattern of his or her behavior in the classroom and shape his or her way of teaching (Nijakowska et al., 2018). Other analyses have shown that private school teachers did not have an exact understanding of dyslexia and study-based abilities to teach students with dyslexia (Aktan 2020; Balci, 2019; First and Kocak, 2018; Sahin et al., 2020).

According to Carroll et al. (2017) are standards for effective intervention screening, evaluation, careful preparation, and observation of learning progress. The evidence to analyze the feasibility of an intervention is participating in randomized students could be randomly selected for intervention or to be a reference (Snowling and Hulme 2016) it helps to measure the effect of the given intervention. The teachers' understanding of dyslexia was significantly related to their courage in teaching dyslexic students. The study conducted by Washburn, Mulchary, Musante, and Joshi (2017) covered issues of confidentiality, vocabulary, jargon, and knowledge. The teacher was also asked to respond to an open-ended question about the features of poor comprehension and dyslexia. The knowledge of learning disabilities and dyslexia was not subject to validation, or openness to background knowledge.

### **Teacher's teaching strategy**

The Fernald Method is a multi-sensory whole-word technique for teaching reading to those with severe learning difficulties. The method has been shown in a study to be beneficial to this demographic (Boss & Vaughn, 1998). The Fernald teaching methodology is described in this article. The Fernald Method can also be used to teach spelling. The students should also have the skills required for whole-word training. The Fernald technique is divided into four stages, which the kid advances through as they grow increasingly proficient at acquiring new words (Boss & Vaughn, 1998; Lerner, 2000). This strategy is seen to provide a lot of convenience to teachers and students. Teachers use these strategies to teach students with dyslexia. The teacher uses the learning first-word to guide the students to learn to read.

Some situations, such as good oral language skills, reading practice, encouragement, motivation, and improved listening skills at home or school, are considered protective factors (McPhilips & Doveston, 2017). When the student reads the storybook, the teacher encourages the student to read aloud to his peers it will be helpful and also fun while reading aloud. Besides those strategies, the teacher uses to teach the student in the context of silent reading for content, and the student is he was encouraged to read aloud to himself. In either of our experiences, convincing him to do this after his development was not difficult as described above and work memory influences the development of reading literacy and is protective of reading outcomes. The lack of phonetics makes it difficult to read non-words and unfamiliar words leads to spelling difficulties in children with dyslexia, and it is difficult to learn spelling patterns due to a lack of phonological skills (Cassar et.al, 2016).

The scale values of the administration teachers were only related to their years of teaching experience, their continuing education in the field of dyslexia, and a previous openness to a child with dyslexia. The administrative teachers' understanding of dyslexia was closely linked to their courage to teach children with dyslexia. Washburn, Mulcahy, Musante, and Joshi (2017) used a study that included matters of confidentiality, vocabulary, jargon, and knowledge. In addition to the segment data, teachers were also asked to answer two open-ended questions that estimated the characteristics of poor comprehension and the qualities of dyslexia. The results showed that the areas of accreditation, confirmation of teacher's level, and openness to lesson content did not predict teachers' understanding of comprehension problems. Despite the need for teachers to have positive judgment and knowledge about dyslexic students, the letter is well-prepared for many students with dyslexia (e.g. Aktan, 2020; Balci, 2019).

## **OBJECTIVES**

The purpose of the study is to the teachers' understanding, and teaching strategies at a private school gained by the researcher can be used to supplement their training as professional teachers in the future and it is anticipated that students will become more involved in the learning process. The main objectives are identified as (1) to determine teachers' understanding of dyslexia, and (2) to determine Teachers' teaching strategies to teach students with dyslexia. Due to the wide range of this study, reviewers should limit their study to the survey conducted on teachers from a private school in the local area. Grace Fernald's idea on reading learning is the material used.

This study is significant because it can be used as a guide and improvement ideas to various parties such as schools, special education teachers, and even parents. The understanding of dyslexia is regarded as very important. Furthermore, it is very important to use strategy that can help particularly in the field of special education teachers. Teachers devote their attention to dyslexic students to assist them in focusing on their reading, writing, and arithmetic under the Sustainable Development Goals (SDGs) is ensure "no one left behind" and the 11<sup>th</sup> Malaysia Plan (Rahman et.al., 2021). Constraints are problems and occurrences that occur in research that are beyond the researcher's control (Simon & Goes, 2013).

Current findings complement the evolving body of publications on teacher data on dyslexia and inform targeted interventions aimed at supporting teachers in supporting children with dyslexia. These findings may also help plan future research to bolster the claim and further explore teachers' data on dyslexia. This reality allows almost no movement in special education. Future analyses could include other respondents from different regions of teachers, so speculation is possible (Robson, 2011). This research carried out a quantitative design.

## **METHODOLOGY**

Research methodology can explain certain methods and techniques used in a researcher's study. Through the research methodology, some research evidence can be produced to support and understand more clearly the

method's use is demonstrated with a description of the research process. The aspects involved in research design are choosing the research design, data collection method, population determination, sample selection, procedures for conducting the study, and methods for analyzing the data. Research methodology is one of the most suited approaches for conducting research and determining successful processes to address a research challenge.

### **Research design**

A research design is a method of collecting and processing data that is based on specific and methodical planning. This study's design is a survey with a quantitative method that attempts to survey teachers' level of understanding and strategy toward children with dyslexia learning challenges. The approach used should be a sequence of methodical techniques designed to meet the study's requirements. Survey research is a non-experimental research method with a large number of participants. Quantitative research methods rely on descriptive statistical analysis. The item analysis summary of the assessment survey questionnaire was conducted and consisted of questions and most of them were closed-end data questions about dyslexia with different decision responses (quantitative data). It is even clearer that by using quantitative data, the researcher had the opportunity to quantify teachers' level of understanding of dyslexia and analyze the relationships between factors.

### **Population and Sample**

The population in this study is a large group that will benefit from the findings obtained from the scientific study of a sample. Sample means a group (person, institution, place, or phenomenon) that is a source of information needed by the researcher. In this study, the researcher used a random probability sampling procedure (simple random sampling). This procedure is chosen by randomly selecting sample subjects, i.e. the subjects in the sample have the characteristics found in the study population.

The estimated number of private schools is 294 and the estimated population of teachers in private schools is  $n=136$  and only  $n=30$  teachers were selected in this study. The determination of the sample size is based on Alvi (2016) which allows the researcher to take sampling in the process of selecting enough elements from the population, so the result from analyzing the sample is generalizable to the population. The target population means all the members who meet the requirements for a specific research investigation. The sample size is a term used in research to define the number of subjects included in a sample size. The sample size introduces a group of objects selected from the general population, and these objects are considered to represent the actual population of this study.

### **Research Instrument**

A researcher instrument is a tool, method, or tool used by the researcher to obtain and collect research data. In this study, the researcher used a questionnaire as a research instrument. This questionnaire includes four parts, namely part A covers the profile of respondents' demographics, years of teaching experience, and the level of confidence of the teacher, part B includes questions related to the teacher's understanding of dyslexia and part C includes questions related to the teachers' teaching strategy to teach students with learning disabilities. This questionnaire is in the form of a Likert scale (Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, and Strongly Agree=5) which is a psychometric scale named by organizational psychologist Rensis Likert.

### **Validity of the Research**

The validity of a research instrument refers to the extent to which an instrument measures what it is supposed to measure. An instrument is said to have high validity if its degree of ability measures what it is supposed to measure. The validity of this instrument will be confirmed by three special education professionals. Each expert will verify the face validity, content, reliability, objectivity, usability, and language used to ensure that

the constructed items are fixed and answer the objective of the study for this study, the questionnaire was verified by two lecturers in the field of special education and one senior supervisor in the field of special education.

### Data Collection Procedure

Data were analyzed using descriptive statistical analysis. The data obtained will be collected and analyzed using computer software Statistics Package for Social Science (SPSS) version 28.0 to obtain frequency, percentage, and mean. Data cleaning will be done first before analysis to avoid mistakes when entering data into the SPSS program.

### Data Analysis

The responses to the open-ended items were grouped, frequency-counted, and rank-ordered based on emerging categories. The information obtained had been encoded and analyzed quantitatively by using Statistical Packages for The Social Science (SPSS) program version 28.0. The scale is a device providing a range of values that correspond to different characteristics or amounts of a characteristic exhibited in observing a concept. There is a total of 20 items on the Assessment Survey Questionnaire. Part A contains 10 items, and Part B contains 10 items. All the data in these instruments are data are presented in categories. The researcher used frequency to view the data value. Generally, the researcher reported all the data by using descriptive statistics. The outputs of the SPSS analysis are frequency tables which show frequency, percentage, and mean.

## FINDINGS

### Teacher's understanding of Dyslexia

The following is an analysis of Part A which is the level of teachers' understanding of dyslexia. There are 10 question items used in this first question.

**Table 1: Teacher understands of Dyslexia**

Bil	Item	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Level
1	I am aware that boys have a higher prevalence of dyslexia than girls.	0 (0%)	1 (3.3%)	12 (40.0%)	10 (33.3%)	7 (23.3%)	3.76	High
2	I'm aware that dyslexia run in families.	0 (0%)	3 (10.0%)	12 (40.0%)	14 (46.7%)	1 (3.3%)	3.43	Medium
3	I am aware that students with dyslexia have higher IQs than students who do not have dyslexia.	0 (0%)	7 (23.3%)	12 (40.0%)	7 (23.3%)	4 (13.3%)	3.26	Medium
4	I am aware that the characteristics of dyslexia include speaking later than normal children and being easily distracted.	0 (0%)	2 (6.7%)	9 (30.0%)	14 (46.7%)	5 (16.7%)	3.73	High
5	I am aware that dyslexia is a	0 (0%)	5 (16.7%)	11 (36.7%)	10 (33.3%)	4 (13.3%)	3.43	Medium

	lifelong condition.							
6	I am aware that dyslexia can be associated with other issues (ADHD, dyscalculia, poor short-term memory, and poor organization).	0 (0%)	3 (10.0%)	13 (43.3%)	3 (10.0%)	11 (36.7%)	3.73	High
7	I am aware that students with dyslexia may struggle with working memory.	0 (0%)	4 (13.3%)	10 (33.3%)	6 (20.0%)	10 (33.3%)	3.73	High
8	I am aware that dyslexia is frequent in left-handed people.	1 (3.3%)	8 (26.7%)	16 (53.4%)	4 (13.3%)	1 (3.3%)	3.67	High
9	I am aware that students struggle with reading and writing.	0 (0%)	3 (10.0%)	10 (33.3%)	6 (20.0%)	11 (36.7%)	3.83	High
10	I am aware that students with dyslexia have trouble interacting with their peers.	0 (0%)	5 (16.7%)	11 (36.7%)	9 (30.0%)	5 (16.7%)	3.46	Medium
<b>Total Mean</b>							<b>3.57</b>	<b>Medium</b>

The overall results from table 4.3 show that the average mean value is at a medium level, which is 3.57. The results of the first question item, "I am aware that boys have a higher prevalence of dyslexia than girls" show that 40.0% of respondents agree with a high mean value of 3.76. For the second question item "I'm aware that dyslexia runs in families" shows 40.0% of respondents agree with a medium mean value of 3.43. While the findings of the third question item "I am aware that students with dyslexia have higher IQs than students who do not have dyslexia" show that 40.0% of respondents agree with a medium mean value of 3.26.

Next, for the fourth question, "I am aware that the characteristics of dyslexia include speaking later than normal children and being easily distracted" the findings show that 46.7% of respondents agree, with a high mean value of 3.73. Findings for the fifth question item, "I am aware that dyslexia is a lifelong condition" 36.7% of respondents were neutral, with a high mean value of 3.73. The sixth question item, "I am aware that dyslexia can be associated with other issues (ADHD, dyscalculia, poor short-term memory, and poor organization" showed as many as 43.3% of respondents neutral, with a high mean value of 3.73. The seventh question item, "I am aware that students with dyslexia may struggle with working memory" showed 33.3% of respondents who were neutral and strongly agreed, with a high mean value of 3.73.

Next, the eighth question item, "I am aware that dyslexia are frequent in left-handed people" shows a percentage of 53.4% of neutral respondents with a high mean value of 3.67. The ninth question item is "I am aware that students struggle with reading and writing" showing a percentage of 36.7% of respondents who strongly agree with a high mean value of 3.83. The last question item, which is the tenth, "I am aware that students with dyslexia have trouble interacting with their peers" shows a percentage of 36.7% of neutral

respondents, with a medium mean value of 3.46. Therefore, on the first part of the research question, this study shows on average that most teachers' understanding of dyslexia have a medium level of knowledge about dyslexia.

### Teacher's teaching strategy

The table below will explain the findings obtained from part B which is the last question of this study and involves the level of teachers; teaching strategy to teach dyslexic students. In this section, there are ten question items used.

**Table 2: Teacher's teaching strategy**

Bil	Item	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Level
1	The teacher will write the word to be learned in large letters on the whiteboard, crayons or, marker while saying the word as she writes it.	0 (0%)	2 (6.7%)	6 (20.0%)	17 (56.7%)	5 (16.7%)	3.83	High
2	The student will write the word on a card using a crayon and say the word as he or she writes it.	0 (0%)	0 (0%)	13 (43.3%)	10 (33.3%)	7 (23.3%)	3.80	High
3	The student traces that word with two fingers, making contact with the paper.	0 (0%)	1 (3.3%)	12 (40.0%)	5 (16.7%)	12 (40.0%)	3.93	High
4	The student traces that word in the sand and same time visualized and reads the word.	0 (0%)	1 (3.3%)	10 (33.3%)	6 (20.0%)	13 (43.3%)	4.03	High
5	The students stand up and trace the word in the air, saying it and its letter aloud.	0 (0%)	4 (13.3%)	11 (36.7%)	8 (26.7%)	7 (23.3%)	3.60	High
6	The teacher uses the simple storybook to encourage the student to read and make simple sentences.	0 (0%)	1 (3.3%)	10 (33.3%)	10 (33.3%)	9 (30.0%)	3.90	High
7	The teacher uses the flash card to show the student to read those words in the flash card.	0 (0%)	2 (6.7%)	8 (26.7%)	9 (30.0%)	11 (36.7%)	3.96	High
8	The student says the word aloud and writes it. This can help the student to remember the words.	0 (0%)	0 (0%)	13 (43.3%)	8 (26.7%)	9 (30.0%)	3.86	High
9	Reading the word helps the student to improve his oral language skills and reading practice.	0 (0%)	2 (6.7%)	5 (16.7%)	12 (40.0%)	11 (36.7%)	4.06	High
10	The silent reading strategy also helps the student improve work memory and influences the development of reading.	1 (3.3%)	0 (0%)	10 (33.3%)	13 (43.3%)	6 (20.0%)	3.76	High
<b>Total Mean</b>							<b>3.87</b>	<b>High</b>



Overall, the findings in this section table 4.4 show a mean value of 3.87 which is at a high level. If you look at the first question item "the teacher will write the word to be learned in large letters on the whiteboard, crayons or, marker while saying the word as she writes it" shows a percentage of 56.7% of respondents who agree with the statement with a high mean value of 3.8. The second question item " The student will write the word on a card using a crayon and say the word as he or she writes it" shows that 43.3% of respondents are neutral with a mean value of 3.80 which is at a high level. Next, the third question " The student traces that word with two fingers, making contact with the paper" shows a percentage of 40.0% of respondents who are neutral and strongly agree to a mean value of 3.93.

The fourth question item " The student traces that word in the sand and same time visualizes and reads the word" shows a percentage of 43.3% of respondents who strongly agree with a mean value of 4.03 at a high level. The fifth question item " The students stand up and trace the word in the air, saying it and its letter aloud" shows that 36.7% of respondents agree with a mean value of 3.60 which is at a high level. For the sixth question item, "the teacher uses the simple storybook to encourage the student to read and make simple sentences" as many as 33.3% of respondents were neutral and agree with a high mean value of 3.90. Next, for the seventh question item " The teacher uses the flash card to show the student to read those words in the flash card" shows a percentage of 36.7% of respondents who strongly agree with the mean value at a high level of 3.96.

The eighth item of the question, " The student says the word aloud and writes it. This can help the student to remember the words" shows a percentage of 43.3% of respondents who are neutral with a mean value of 3.86 which is at a high level. The ninth question item, "reading the word helps the student to improve his oral language skills and reading practice" showed a percentage of 40.0% of respondents who agreed with a high mean value of 4.06. The last question item, which is the tenth item "the silent reading strategy also helps the student improve work memory and influences the development of reading" shows a percentage of 43.3% of respondents who agree with the mean value at a high level, which is 3.76. Therefore, it can be seen that the teaching strategy of special needs teachers is at a high level.

## **DISCUSSION**

The researcher explains the findings gained in this discussion. According to the study's questions, the discussion is separated into three parts: the level of teachers' understanding of dyslexia, and teaching strategy toward dyslexic students with special needs.

### **Teachings' understanding of dyslexia**

The overall mean score for the first component of the question, which is the level of teachers' understanding of dyslexia, is 3.57. The average mean discovered that teachers have a medium level of understanding of dyslexia. The medium mean value in each item covering dyslexia understanding demonstrates this. This demonstrates that teachers are given a knowledge understanding of dyslexia, which aids in learning more about dyslexia.

The teachers' understanding of dyslexia in this study showed that private school teachers have a moderate level of knowledge about dyslexia, which is 70%. It can be caused by their lack of exposure to knowledge and understanding about dyslexia and dealing the students with dyslexia. Despite this, recent research has revealed that private school teachers lack insufficient understanding of dyslexia and are unwilling to educate the students who face difficulties in reading and spelling in a way that meets their needs (Gormley, Brennan, & Dempster, 2019).

Because of a lack of information, many language teachers are unaware that dyslexia can manifest itself in the reading process. Because of their placement in ordinary classrooms, dyslexic students must compete with their non-dyslexic peers in all aspects of language development. A recent study conducted in Sarawak by Basri and

Mohammed in the year 2021, recently discovered that private school teachers' understanding and readiness attitude regarding teaching and learning dyslexia are both at a lower level.

### **Teachers' teaching strategy**

The results of the overall average mean on the ninth question, which is that reading the word helps the student to improve his oral language skills and reading practice, show a higher level, which is a mean value of 4.06. It can be seen all the questions have a higher-level mean value of 3.6 and above. This finding proves that special needs teachers although they have a moderate level of understanding or knowledge of dyslexia and teaching experience, yet they know how to use existing strategies and build their strategy to teach the children.

Wadlington and Wadlington (2015), found that half of the teachers were aware of the heritability of dyslexia. Another observation to emerge from the data was that almost half of the teachers knew that dyslexia is a difficulty in reading and spelling. The study is consistent with those of Wadlington and Wadlington (2015) and Washburn et. al (2017), who found that the majority of their participants were aware of existing strategies. Bos et. al (2014), elaborates that the strategy is effective, and with more years of teaching experience had a higher level of knowledge so their teaching strategy is more effective when they teach students with dyslexia.

### **CONCLUSION**

The discussion of this chapter is divided into three parts according to the questions in the study, namely the first question of the level of special needs teachers' understanding of dyslexia, the second question of the years of teaching experiences among children with dyslexia, and the third question which is the teachers' teaching strategies toward children with dyslexia. The mean score on the first question is 3.75 which is a medium level. The result of the percentage value at a higher level and the mean value on the third question is 3.87 at a higher level.

In conclusion, this study found that the level of teaching strategies of special needs teachers about dyslexia is very high. Teachers are indeed exposed to teaching strategies for children with learning disabilities. However, their level of understanding of dyslexia using these applications was recorded only at a moderate level. They do not have much understanding of dyslexia and fewer years of teaching experience and still need training and certain courses. This can be because they still do not have confidence enough to teach the students even though they used existing learning applications.

These results are reliable with several tests (e.g., Washburn et al., 2014, and Balasaki, 2015) and a possible clarification may be due to the lack of adequate training in private schools, as announced in several analyses (Riga, 2014). In the end, do private school teachers use evidence-based strategies and interventions to image students with dyslexia? The respondents are aware that they use the Grace Fernald teaching strategy.

### **RECOMMENDATIONS**

This was the setting in which this study was conducted, and the goal was to assess private school teachers' understanding of how dyslexia influences their level of knowledge. Using this study, we hope to uncover gaps in teachers' understanding to improve their knowledge of dyslexia and make recommendations for teacher training. As a result, further research is required into instructors' understanding of dyslexia. Finally, this study is unique in that no other investigations have been conducted in this environment to this point in time. To be more specific, there are no large-scale studies that examine the understanding of teachers about dyslexia by administering questionnaires that include knowledge questions.

The support services for SEN, resources, and equipment, and trained special needs teachers in specific learning disabilities (SpLD), make the teachers' role easier and prevent children from successfully accessing the curriculum. However, considering that there are teachers allowed high-quality specialist training, the government has set it as a priority and created support systems to train the teachers appropriately to give equal learning opportunities. Recommendations for teaching methods to teach dyslexia students. The experiential method of holistic language reading allows children to use linguistic cognition and cultural knowledge features to transform oral language into written language, which requires continuous demonstration or taking notes to help children develop good reading habits.

Moreover, the researcher looks at the overall study and sees numerous things that can be improved and altered. If any other researcher wants to conduct additional research on this topic, one of the proposals that can be improved is to use a qualitative approach. This is because qualitative research conducted through interviews produces more detailed study findings. The researcher also does not have to wait an extended period for the respondents to return the questionnaire forms. If the researcher uses a qualitative technique, they will be able to select the appropriate qualities of the respondents to answer each question. As a result, the research findings will be useful and become a reference source.

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