**CHAPTHER IV**

**THE RESULT OF THE RESEARCH AND DISCUSSION**

This chapter consists of the result of the research and discussion, the data were taken in this research is “Taree Zameen Par” movie by Aamir Khan. The analysis of the movie was based on the problem in chapter 1. In this discussion, the researcher have got the data from the script of the movie, the researcher had been divided into some scene. But not all the scenes of the script can be the data.

* 1. **The Result of The Research**

In this research the analyzed data were taken from qualitative data. Data collection was taken through script and utterance in the film tare zameen par. Teaching process and methods obtained by students with dyslexia are different from other students. In this research, it can be seen the teaching process obtained by dyslexia students in several types of dyslexia.

* + 1. **Kinds of Dyslexia**

There are some kinds of dyslexia, not all kinds of dyslexia are included in this discussion. The researcher has been found some dyslexia that has been same by indication on the main character in this movie that had a dyslexia.

# Directional Dyslexia

Directional dyslexia is distinguished by left-right confusion and a tendency to become disoriented or lost. Generally, problems with directions are a symptom of dyslexia more than a sub- type. Not all dyslexics have this problem.

# Data 1, (Scenes 8)

Brother: Wow! What is this? Superb. Done. Let me see. What hand writing.

Ihsan: Smile

Mother: Ihsan, what is this? Your all spellings are wrong. Here Table is "tabl" and here "tabal". And what is this? D instead of The. What is this? Ihsan, How many times? How many times? Yesterday we did this. How you can forget so quickly? Now too much fun, Again you will be stay in same class. All your friends will go to next standard.

Father: Kanti, Rohan then will you feel good? Son, concentrate. Concentrate.

Mother: Shut up and correct the spelling.Ihsan: No.Mother: What?

Ihsan: No, no, no.

Mother: Ihsan.

In this scene, Ihsan learn in his home and mother teaches him. *Here Table is "tabl" and here "tabal"*. These sentences by utterance show how Ihsan cannot write by hearing the teacher said. *And what is this? D instead of The*. These sentence shows Ihsan does not understand how to write the alphabets. Directional dyslexia is distinguished by left-right confusion and a tendency to become disoriented or lost. The term is also occasionally used to mean confusion with letters such as p and b or d and b, where there is confusion over the 'direction' of the letter. Not all dyslexics have this problem. Generally, problems with directions are a symptom of dyslexia more than a sub-type.

Here table is "tabl" and here "tabal". Ihsan cannot write down word “table”, he writes tabl and tabal. Ihsan do not understand how to write the word, too hard make an identified letter by letter while writing word or words.

What is this? D instead of The. Ihsan just write what he was interpreted while hearing word, although the correct one is letter but he imagines that is word. Also, mother teaches Ihsan and like usually she is shocked while looking at Ihsan’s book. All are wrong and Ihsan always did the same mistaken like before. He cannot make distinguish some alphabets, like b and d, it is called directional dyslexia. But in this scene Ihsan cannot write table in correctly, he writes table to tabl and tabal, and also write D instead the.

Then, in data 2 there are some alphabets that Ihsan does not understand, how to distinguish.

# Data 2, (Scene 31)

Teacher: Hello.My name's Ram Shankar Nikum. I teach at New Era School.

Mother: Come in.

Father: Are these his 3rd standard books?

Teacher: Yes.Who made this?

Mother: Ihsan did.

Teacher: Ihsan did?Does he paint?

Mother: Yes, he loves to paint.

Teacher: Can I have some water please?Why did you send him?Why?

Father: There was no choice.Last year he failed in 3rd standard. Can you believe?In 3rd standard. And there's no sign of improvement.This, my elder son, he comes 1st in every class every subject.And that other one...

Teacher: What do you think, what his problem is?

Father: Problem? His attitude. What else?Towards studies, towards everything. Always stubborn, always attitude.

Teacher: I'm asking about his problem, but you're telling me the symptoms. You're telling me he has the fever, that's I know already. I'm asking why is he having fever.

Father: What's the reason of the fever? Then you tell me. Tell me. Have you noticed any pattern in his mistakes in his lessons? Pattern. What pattern? They all are mistakes.

Teacher: Then you couldn't notice the patterns. Look here. Here "b" is in place of "d" and "d" in place of "b" Confusion among similar looking alphabets. Here, he wrote "s" and "r" in reverse. Even more... Look here. This small "h" and small "t" Mirror imaging. Animal, animal, animal. Three different spellings on the same page. It means, it's not the case that he remembers one wrong spelling. He mixes similar looking words. This "t-o-p" becomes "p-o-t" This "s-o-l-i-d" become "s-o-i-l-d". Why does he do that? Is he stupid, or lazy? No I think, he's having difficulty in recognizing words. When you read "a-p-p-l-e" apple, you imagine a red apple in your head.Maybe he can't read "apple"That's why he can't get the meaning as well. To learn, one has to know the sounds, visual and meanings of words.

Father: Ihsan is lacking this very important need. To skip the studies.

Teacher: Read this please.

Father: How can I read it?It's in Chinese.

Teacher: Try it. Come on. Concentrate. What's this rubbish? You're not behaving. You're being rascal. That's how Ihsan must be feeling. He couldn't understand the words. This problem in studies is called as "Dyslexia". Sometimes child has some more problems other then Dyslexia. Like difficulty in understanding multiple instructions. Turn to page 65, chapter 9, Para 4, line 2 Confusion... Or Poor Final Gross Motus Skills. Does Ihsan feel problems in buttoning his shirt or tying his shoelace? Yes Can he catch the ball when you throw it to him? He can never judge the ball. Because he can't understand the size, distance and speed all together. A ball, how big, from how far and at what speed coming towards him. Until he analyze all this... It's too late. Think about it.

This scene is in Ihsan’s house. *Who made this?. Ihsan did. Ihsan did?. Does he paint?. Yes, he loves to paint.* These scenes show that Ihsan likes painting, he did many wonderful painting. *Look here. Here "b" is in place of "d" and "d" in place of "b" Confusion among similarlooking alphabets*. Ihsan cannot make differentiate between b and d. *Here, he wrote "s" and "r". in reverse. Even more... This small "h" and small "t". Mirror imaging. Animal, animal, animal. Three different. spellings on the same page. It means, it's not the case that. He remembers one wrong spelling. He mixes similar looking words. This "t-o-p" becomes "p-o-t" This "s-o-l-i-d" become "s-o-i-l-d". Why does he do that? Is he stupid, or lazy?* No. Actually the words are correct but we can read that directly, we can read by mirror because words are rolled back. *I think, he's having difficulty. in recognizing words.. When you read "a-p-p-l-e" apple,. you imagine a red apple in your head.. Maybe he can't read "apple" That's why he can't. get the meaning as well*. Difficult to recognized word by words in a sentence. Directional dyslexia is distinguished by left-right confusion and a tendency to become disoriented or lost.

The term is also occasionally used to mean confusion with letters such as p and b or d and b, where there is confusion over the 'direction' of the letter. *This problem in studies. is called as "Dyslexia".. Sometimes child has some more. problems other then Dyslexia.. Like difficulty in. understanding. multiple instructions.. Turn to page 65, chapter 9,.Para 4, line 2 Confusion...*Teacher explain to Ihsan’s parent that Ihsan is not a normal child because he had dyslexia. That is way Ihsan cannot understand and different with his brother.

Ihsan’s teacher was excited and proud of him, because he was looked at Ihsan’s painting and that was so wonderful. Ihsan loves to paint for release his hobby and explore what he was looking at. Teacher gives explanation to Ihsan parent that how Ihsan ‘s mistake. In learning he was so confuse how to make differences between “b” and “d”, that’s words are had similarities. Ihsan has a problem how to understand that alphabets. Some children may only be able to write backwards (*deer* as *reed*) or upside-down, or in reading may only be able to wrote letters (b with d, p with q, u with n, m with w) and engage in other anomalies.

For this mistake, Ihsan write down the words are rolled back. When we look those words by a mirror, we will understand and can read the word well. Teacher shows that to Ihsan’s parent and said that Ihsan was not stupid child but he needed more and different way to understand alphabets, number and others about science.

Ihsan has problem how to recognized words, while he knows and reads that words in different with his imagine. He can read and imagine that word but that make he can not get the meaning as well.

Give explanation that Ihsan had disability, based on the problem usually called dyslexia. Some problem who children had dyslexia, they are difficult in understanding multiple interaction, so, we can call this symptom directional dyslexia.

# Primary Dyslexia

Primary dyslexia is a dysfunction of, rather than damage to, the left side of the brain (cerebral cortex) and does not change with age. Primary dyslexia is passed in family lines through their genes (hereditary). In data 3, scene 7 show how Ihsan does not understand to read the sentences.

# Data 3, (Scene 7)

Teacher: Class, turn to page 38,chapter 4, paragraph 3.We are going to mark adjectives today.That goes for you as well Ihsan Awasthi.Page 38, chapter 4, paragraph 3.

Ihsan: (silent)

Teacher: Can I have your attention Ihsan?Ihsan?

Ihsan: (silent try to understand)

Teacher: I said, page 38, chapterthe first sentence and point out the adjectives.

Ihsan: (silent try to understand)

Teacher: Page 38 Ihsan. Adithayajust help the boy.Come on, the rest ofyou look into your books.Read the first sentence andtell me where the adjectives are.Okay, come on, lets all mark the adjectivestogether. Just read the sentence for me. Just read the sentence Ihsan.

Ihsan: They are dancing.

Teacher: Silence, speak in English.The letters are dancing. They are dancing, are they?Okay, and then read the dancing letters. Trying to be funny?Read the sentence loud and proper. I said, loud and proper Ihsan.

Ihsan: Loud and proper. Loud and proper.

Teacher: Stop it, stop it.Enough is enough. Get out.Get out of my class. Out.You want to leave as well? Who is laughing here?Who was to follow him?I don't want to your kitten in my class, look at your books. Shameless boy.Open your books now. Whose gonna tell me what the adjectives are? 4.1.1.1.1 I don't want a sound for this class. 4.1.1.1.2 Yes.

Students: Come on.Again punish?Duffer, where is punisher?Hey duffer, are you every time get punished? He is regular.

Student: Hey Ihsan.Do you bring the signed test paper? No. Too bad, now you are gone.

Mother: Yohaan, Ihsan, wash yourhands n' mouth, I m serving food.

This scene is about an order teacher to student in the class. *Class, turn to page 38, chapter 4, paragraph 3*.(scene 7) These are an order to open the lesson for all student in the class. *well Ihsan Awasthi. Page 38, chapter 4, paragraph 3. Teacher order Ihsan to open the book. I said, page 38, chapter, the first sentence and, point out the adjectives.* Teacher repeats her order to Ihsan for open the book, look on the first sentence and found the adjective. Page 38 Ihsan…. Teacher order for the third times to Ihsan. *They are dancing*. Ihsan does not understand and say the words in the book are dancing.

*Class, turn to page 38, chapter 4, paragraph 3.* Those sentences are an order to all students open their book and see the page, chapter, and paragraph. It means there is a command from teacher to student. *well Ihsan Awasthi. Page 38, chapter 4, paragraph 3*. That command especially for Ihsan to open the book, but Ihsan do nothing. He just silent and see, he tries to understand what teacher says and orders to him. *I said, page 38, chapter, the first sentence and, point out the adjectives.* Teacher repeats and order to Ihsan again, to open the book also point out the adjective. Ihsan tries to understand again what teacher order by look at teacher face. He still does not understand what teacher said. *Page 38 Ihsan….* Teacher cannot stop her anger to Ihsan, she say the order to Ihsan loudly and Ihsan still does not understand. *They are dancing.* Ihsan answers and makes teacher angrier, he does not say the correct answer, he say that words are dancing. Actually, that are the fact, Ihsan does not lie to teacher.

Dyslexia cannot read long sentence, like teacher order to Ihsan. Dyslexia look words are dancing is fact, because they are feel confused to understand and read the words in a sentences. So, that is why Ihsan feels the words are dancing while he tries to read and undertand, because he is confused. *well Ihsan Awasthi. Page 38, chapter 4, paragraph 3*. Ihsan cannot understand what teacher says if the command is like that. He cannot remember what teacher says like that, just to remember the command he feels difficult. Moreover like in that sentence, there are three kinds of number, (38, 4, 3), Ihsan fully cannot understand to the command and just make him more confused. Primary dyslexia is a dysfunction of, rather than damage to, the left side of the brain (cerebral cortex) and does not change with age. Individuals with this type of dyslexia are rarely able to read above a fourth-grade level and may struggle with reading, spelling, and writing as adults. Other indication of primary dyslexia is in data 4, scene 10, Ihsan is difficult to count.

# Data 4, (Scene 10)

Ihsan: Absence not teacher.

Teacher: How are you?Children, surprise math's test. Marks of this test will Count in final so be careful. Take one and pass the rest. Here.

Ihsan: Great Captain Ihsan isleaving for mission impossible.His mission is to enter"The Earth" 3rd planet from sun into the 9th planet "Pluto" of the solar system. Three into nine.Oh God, the heat of the sun will destroy the starshipof the Captain Ihsan. Save it.Now 3 is entering into 9. Pluto is destroyed.The planet is no more. The great CaptainIhsan find the answer. The answer of 3 into 9 is 3.

Teacher: Times up.Student: Ihsan, how was the test?

Ihsan: Great.

This scene is all about mathematics. *"The Earth" 3rd planet from. sun into the 9th planet. "Pluto" of the solar system. Three into nine.* These sentences interpreted how Ihsan does the mathematics test. Pluto is destroyed. *The planet is no more. Now 3 is entering into 9.* The great Captain. Ihsan finds the answer. The answer of 3 into 9 is 3.found the result of mathematics test by his imagination.

Ihsan does the mathematics test by his imagination of planet. (3x9=3) three as earth and nine as Pluto, his imagination is three battles with nine. Because he does not understand how to count the question of test like other normal students. In this test Ihsan just answer one question and he is sure that the answer is correct, but the fact is incorrect, how can (3x9=3).

Ihsan does not understand how to count as while he does the mathematics test. He is finished the tests use his imagination, three as earth and nine as Pluto. They are battle and the result is Pluto destroyed, so Ihsan thinks the answer of 3 into 9 is 3. Because, three is the win of battle between earth and Pluto. There are three main types.

Then, in data 5 the researcher found that Ihsan difficult in reading.

# Data 5, (Scene 18)

Teacher: Children, this is IhsanNandkishor Awasthi. Come forward here. Come, pickup your bag.You place is over here from today. Exact in front of my eyes.Just beside the Rajan Damodhran.Rajan Damodhran always stood first in the class.I wish that Rajan Dhamodhran company pay good effects on you. Do you understand? Sit down.Writing a poem and its central idea today's topic is. Page No. 28.Rajan Damodharan you'll read the poem and Ihsan Nandkishor...Awasthi you, you'll explain the central idea of the poem.'Nature'. Okay.Start Rajan. 'Nature''Open sky from the top', 'Your world is filled with clouds' 'It's blinked like a jewel till the elephant dies due to thrust' 'Bicycle buzzer, stoneor mud or blind man stick''Then you seems to be filled with water, you are our sweet stream'.Very good. Yes Ihsan Anand Kishor Awasthi explain the central idea of the poem.

Ihsan: What we see, we feel it exists and what we can't see we feel it isn't exists.But sometimes what we see, isn't true. And what isn't visible, is true. Means.

Teacher: Err! What are you doingvisible or not visible? Menoo Patel you explain.Poet says when he see the stream then he's see the sky reflection in it and he explain...that reflection with different kind ofways. And the flow of the stream rises again. Good, very good.Menoo Patel, sit down.Yes children, 'Open sky from the top'...

This scene is about learning at the class. *today's topic is. Page No. 28. Rajan Damodharan you'll read. the poem and Ihsan Nandkishor ...Awasthi you, you'll explain the. central idea of the poem.'Nature'. Okay.* This scene shows that teacher gives commands to Ihsan explains the central idea of the poem. *Very good. Yes Ihsan Anand Kishor Awasthi. explain the central idea of the poem.* These scenes show that Ihsan is given incorrect answer.

Teacher gives a command to students, for Ihsan teacher wants him to explain the central idea of the poem. This is difficult for Ihsan. Ihsan does not explain well, teacher says that his explanation is incorrect. He cannot understand how to explain well, make him more fell give up to learn, because for Ihsan that is something difficult. Primary dyslexia is a dysfunction of, rather than damage to, the left side of the brain (cerebral cortex) and does not change with age. Individuals with this type of dyslexia are rarely able to read above a fourth-grade level and may struggle with reading, spelling, and writing as adults.

# Phonological (auditory) Dyslexia

Phonological (auditory) dyslexia refers to the specific learning disability termed auditory processing, or the more severe condition termed Auditory Processing Disorder (OPD). This form of dyslexia involves difficulty with sounds of letters or groups of letters. When this form of dyslexia is present, the sounds are perceived as jumbled or not heard correctly. in data 6, scene 1 show how Ihsan does not understand when someone gives command to him.

# Data 6, (Scenes 1)

Assistant driver: Where have you been?Bus had been stopped for you from 10 minutes. Let's go.

Ihsan: (silent)

Assistant driver : Why you haven't listening, daily weare late because of you. Let's go.

Ihsan: (silent)

Assistant driver : Let's Go.

In the first scene, it is while employees of school who pick up Ihsan invite him to enter the bus. But Ihsan just silent and focuses on his activity, there are no answer anymore like say ok or others. Where have you been? Bus had been stopped for you, from 10 minutes. *Let's go*. It is a long sentence that spoken by the employees, Ihsan does not understand and as he does not listen well to the employees. Why you have not listening, daily we, are late because of you. *Let's go*. *Let's Go*. After that, the employees just take Ihsan to enter the bus. Dyslexia cannot understand to the command and asked by people who order. *Where have you been?, Bus had been stopped for you, from 10 minutes. Let's go. Why you haven't listening, daily we, are late because of you. Let's go. Let's Go.* Researcher found word “let’s go”, means that people who say that because want to do something and wants to others answer or do that order also invite for. But dyslexia was cannot understand what people said, just do what they more interested. Ihsan does not answer and focus to his little fishes that he found in the gutter. Phonological (auditory) dyslexia refers to the specific learning disability termed auditory processing, or the more severe condition termed Auditory Processing Disorder (OPD). This form of dyslexia involves difficulty with sounds of letters or groups of letters. When this form of dyslexia is present, the sounds are perceived as jumbled or not heard correctly, and just as with visual processing, the brain correctly interprets information that it correctly received.

# Data 7, (scenes 2)

Ihsan: Shero... Shero jani, Hi...Hello, Hello. Hey, stop, stop...

Mother: Go, wash your hands and mouth and put your bag in bedroom, in bedroom. First go hand wash your hands.

Ihsan: (silent)

Mother: Put it down, put it down.What are you doing in school?Look at your hands, look at your face. Ihsan, put it down, Ihsan...Baby, close the tab properly.You know, today you are getting you exam papers, didteacher give it to you.Inho, what Inho I'm asking?

Brother: Hi Mom.

Mother: Yohan you?

Brother: Drama practice cancelled,Lily teacher gets viral.Mom, I get First in all subjects. Algebra, Geometry, Physics, Chem. Bio, History, English, Geography. Good and in Hindi?of only two marks.

Mother: Inho, How's about your?

Ihsan: Wow!It's working.

Mother: Ihsan, first complete yourhomework, No Ihsan... uniform...

This scene is about utterance, *Go, wash your hands and mouth and, put your bag in bedroom, in bedroom. First go hand wash your hands. Put it down, put it down. What are you doing in school?Look at your hands, look at your face. Ihsan, put it down, Ihsan...*(Scene 2)These sentences show an utterances also order by mother to Ihsan. *Ihsan, first complete your, homework, No Ihsan... uniform...* (Scene 2)These line show an utterances to do something.

There are long sentences above, that is an utterance to order by mother to Ihsan, but Ihsan does not listen and leave away. Mother says and orders not one more time to Ihsan but he does not know, until make mother little scream to say some order to Ihsan. There are seven orders that mother orders to Ihsan and dyslexia cannot understand about long sentence like that. Ihsan just focus on his fish that he is found on the moat side of road while he is waiting the bus. Phonological (auditory) dyslexia refers to the specific learning disability termed auditory processing, or the more severe condition termed Auditory Processing Disorder (OPD). This form of dyslexia involves difficulty with sounds of letters or groups of letters. When this form of dyslexia is present, the sounds are perceived as jumbled or not heard correctly.

# Ihsan Overcome his Dyslexia

Ihsan does not understand if he had the dyslexia, also his parent does not know about that disease. Ihsan fell difficult to understand when learn, that make teacher who teach him always say that Ihsan is stupid and lazy to learn. The fact Ihsan is learning with his mother and others. In data 8, scene 8 sow that Ihsan learn and do the homework with his mother.

# Data 8, (Scenes 8)

Brother: Wow! What is this?Superb.Done. Let me see. What hand writing.

Mother: Ihsan, what is this?Your all spellings are wrong.Here Table is "tabl" and here "tabal". And what is this? D instead of The. What is this?Ihsan, How many times? How many times?Yesterday we did this.How you can forget so quickly? Now too much fun, Again you will be stay in same class.All your friends will go to next standard.

Father: Kanti, Rohan then will you feel good?Son, concentrate. Concentrate.

Mother: Shut up and correct the spelling.

Ihsan: No.

Mother: What?

Ihsan: No, no, no.

Mother: Ihsan.Ihsan always do the homework and learn with his mother. Ihsan is not lazy child, he is diligent student. When his teacher gives homework he always did the homework. Usually mother help Ihsan to do the homework. But every looking at Ihsan book’s his mother always shock while looking at how Ihsan write down some alphabets or some words. For learn, actually Ihsan always spirit but he was should thinking to the lesson harder. It is good while Ihsan thinking harder and he understood but the fact he still didn’t understand. One thing strange is Ihsan always did same mistaken. For normal child or human after we know if those things are wrong, usually repair and be good or right one to that thing. It is not for Ihsan, he always did something wrong at the same thing in learning. While mother ask to him for read some sentence, he cannot do that and just looking to mom’s face. Because of that he always gave word from his mother, the word is “stupid”.

Mother: Inho, How's about your?

 Ihsan: Wow!It's working.

Mother: Ihsan, first complete your homework, No Ihsan... uniform...

Paint while he has been founded something. For learning Ihsan is so bad but for paint he is smart or we can call clever. While Ihsan back from school and he finds or looks at ice cream, when he comeback home he directly paint. Ihsan love to paint, everything that he like or looking at, he always paint that thing. The result of his paint is so beautiful, like adult painting. In his room, there is some picture like moon and star as on the sky. But there is no respect for Ihsan about his creation, especially from his mother and father. Just his brothers that respect to Ihsan is creation, his parents do not realize if Ihsan has good ability in paint. Because his parents think that, someone who does not have ability in learning will never successful in the future. Then, his parent does not understand that there is something wrong with Ihsan, he is dyslexic.

# The New Teacher Strategies

There is new teacher who know about Ihsan’s disease, he knows that Ihsan had dyslexia. In other hand, Ihsan had ability to paint, his painting is very beautiful and wonderful. But Ihsan’s parenst do not pay attention to his ability, because they are just focused to science. Also Ihsan’s brother is smart child, it is very different with Ihsan. His parents also do not know that Ihsan had dyslexia. He needs different process and way to learning, with other children who had disability.

# Data 9, (Scenes 22)

Teacher: ...A noun is a namingword and a pronoun is use...instead of a noun and adjective describes a noun and a...verb describes the action of a noun and adverb...describes the action of a verb and a conjunction joins...a sentence together, a preposition use to describe...the relation between a noun and pronoun and a...interjection is a word thrown in to express feelings....Have you got it Mr. Ihsan Nanad Kishor Awasthi?Why? Why can't you? Idiot.Why can't you?What is your problem, son?

In this scene is about Ihsan’s falling down and totally give up with his problem in learning. He always try to learn and learn the lesson but he cannot understand anymore, just make him more confuse. His parent also do not know and understand that there is something wrong with Ihsan. As Ihsan also does not understand about his condition, it is very different with his elder brother. In this scene Ihsan is stopped his learning to understand the lesson, until he also stop his hobby to painting.

Care to Ihsan. First step is care, care means that teacher aware to Ihsan. When Ihsan stop to learn, he just silent and do nothing. Because of that new teacher feels strange with Ihsan act. On the data 10 shows how teacher care to Ihsan. In data 10 the researcher found how teacher knows that Ihsan had dyslexia.

# Data 10, (Scene 26)

Teacher: Have it, this is yours, thisis yours and that's yours. Draw, paint and do whatever you want to do.Till now I be back by dropping this.But what we paint sir there is nothing on the table.This table.This table is very small sweetheart, that much small so it isn't bare your beautiful thoughts.Look in to your mind and draw an amazing Technicolor photo. and drop it on the paper.Steal, steal the joy.Nobody is here to stop you. Where were you been lost friend? Are you looking for ?

Ihsan: (silent)

Teacher: something in thoughts?

Ihsan: (silent)

Teacher: Nothing to worry and rush.What happen kid? Don't you like painting? What is your name son?

Ihsan: (silent)

Student: Sir his name is Ihsan Awasthi.Thanks.

This scene is about class painting. *Are you looking for. something in thoughts? Nothing to worry and rush. What happen kid?. Don't you like painting?. What is your name son?. Sir his name is Ihsan Awasthi. Thanks.* These scene show that Ihsan does nothing in the class, just silent without do anything.

The new teacher asks to Ihsan, he just silent and does nothing in his class. All students in the class are painting on the piece of paper that teacher is given. Teacher is surprised and confuse with Ihsan’s act, he just silent and sit on his chair. For the first time, teacher thinks that Ihsan does not pain because still looking for inspiration. But after that teacher back to Ihsan’s sit and the paper that is given still clean, no paint anymore. Teacher fells confuse and thinks what is wrong with Ihsan. Know Ihsan’s name is from Ihsan’s friend who sits beside him. Teacher is fallen different to Ihsan, because he looks that there is something wrong with him. From Ihsan’s eyes, teacher looks that Ihsan needs helping to face his problem in learning.

Looking for all Ihsan’s book while learn in that school. After know about Ihsan’s problem, new teacher looks for all Ihsan’s books in the office. New teacher aware because he teaches in disability school also. Teacher looks at Ihsan book’s and he understands why Ihsan silent and does nothing in his class. In those books, Ihsan always did same mistaken. For normal people after know the right one, they will do the right one. But, not for Ihsan, he did same mistake while write alphabets, words and other. After checking to all Ihsan’s book, teacher understands and knows that Ihsan had dyslexia. So, teacher wants to help Ihsan in learn, because he needs different way to learn.

Ihsan is taught individually without other student. The new teacher teaches Ihsan individually without other students like in the class. That way can make Ihsan more concentration when learn, also use some media that can make learning process more relax like playing, as usually Ihsan painting. In data 11 shows that teacher teaches Ihsan out the class.

# Data 11, (Scenes 36)

Teacher: Now add 3Very good, now add 5 What did you get? Very good, now subtract 11

This scene about Ihsan’s private learning. *Now add 3. Very good, now add 5. What did you get?. Very good, now subtract 11.* This scene showed that Ihsan understand well while learning private process.

It is while teacher teaches Ihsan to count in mathematic lesson, teacher had his way how to teach and he can make Ihsan understand well the lesson. Private learning process was happened in the class and out the class. Sometimes teacher use media for learn, like use sand and Ihsan writes on the sand. Also many others media that used by teacher while teach Ihsan. Then, out the class like in the stairs and Ihsan should count like mathematic lesson on the stairs. So, he should up and down to count but he can and enjoy. That is why Ihsan more easily to understand and know what he does not know.

# Discussion

Everyone has different way and ability for doing something. Ihsan had dyslexia but all people around him do not know and understand how to make Ihsan know all. His father is busy to work, his mother does the house work but sometimes teach Ihsan while he has homework, his brother is smart and always get good score in the class. It is very different with Ihsan, he is the last in the class, he is low in writing, reading, and listening. Dyslexia is best described as a combination of abilities and difficulties that affect the learning process in one or more of reading, spelling and writing. Accompanying weaknesses may be identified in areas of speed of visual processing, short-term memory, sequencing and organisation, auditory and or visual perception, spoken language and motor skills.

Ihsan always goes to school and present in the class but he cannot directly understand while teacher teaching. He tries to understand everything that teacher gives but too hard for Ihsan to understand well. Ihsan cannot make distinguish like, (Look here. Here "b" is in place of "d" and "d" in place of "b" Confusion among similar looking alphabets. Here, he writes "s" and "r" in reverse. Even more...) Ihsan will be difficult to understand that. This problem is called directional dyslexia. Directional dyslexia is distinguished by left-right confusion and a tendency to become disoriented or lost. The term is also occasionally used to mean confusion with letters such as p and b or d and b, where there is confusion over the 'direction' of the letter.

Directional dyslexia is difficult to make distinguish alphabets like p and b, they are dizzy to thinking of that. They look as the same alphabets, it makes them always wrong while write p can be b or b can be p. Other example is D and The, children who had dyslexia cannot make distinguish between them. It can be because the sounds are similar between D and The, so make them difficult to understand that word and alphabets.

Other problem that happened by Ihsan is when teacher asks to Ihsan for read the lesson while he learning. Ihsan cannot read the lesson, to hard for him to understand, until he says that (they are dancing). Ihsan is dizzy to read the lesson, he looks at the book like the words are dancing, so he cannot read well. It is normally happened to children who had dyslexia, because they are low on reading process. We can call this indication is primary dyslexia. Primary dyslexia is a dysfunction of, rather than damage to, the left side of the brain (cerebral cortex) and does not change with age. Individuals with this type of dyslexia are rarely able to read above a fourth-grade level and may struggle with reading, spelling, and writing as adults.

Then, about Ihsan’s indication is difficult in learning process. But for paint he is very good on that. It can be there is something wrong on his left hemisphere, for his right hemisphere is fine. It can be called primary dyslexia, primary dyslexia is a dysfunction of, rather than damage to, the left side of the brain (cerebral cortex) and does not change with age.

For the indications, the researcher can know from. Ihsan is a boy, he is low on reading while learn in the class, he also bad in writing and also in math, he is so bad in mathematics. Until someday he is thinking that book is enemy for him. He already study hard to make understand the lesson but finally he cannot and cannot understand, until he throw all books and he stop to learn.

God will never give people the test in their life limit on their ability. It is God’s promise, like in Al-qur’an said that (God does not impose on anyone, but according to his ability. It gets the reward (of virtue) is earned and he gets the punishment (of the crime) is doing. Do not worry while God give big test for us, sure that we can face the entire test. Because all the test will make us go on to the next stage in life.

For this research, the purpose is to make an inspiration to the next researcher and for the next researcher can search more about dyslexia and sure for the others object, like in the real life. The researcher hope for the readers that read this research can give knowledge and understanding about dyslexia. It can give knowledge to the readers that not all children who cannot understand while learning are stupid. Stop to say stupid while we are teaching and student do not understand, to be sensitive teacher while teaching. Because, it is possible while we say that student is stupid and lazy, apparently they have big problem like Ihsan, they have dyslexia. Also when we meet children who have same indication like dyslexia and correct, hope from this research can give some ways to help. Then, for the students, this research is expected to give inspiration addition for the readers who are interested in this research and it will be the alternative references for the readers who are interested in researching in this area.