Analysis Of English Writing Learning Of Dysgraphia Students

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Abstract
Research on learning difficulties including dysgraphia is now the focus of discussions among academics. Researchers wanted to find What are the factors and strategies that cause and answer the dysgraphia students' difficulties in writing English in grades 7 & 8 of SMPN 1 Bojong. This study wants to dig deeper into the causative factors and strategies that can be applied to dysgraphia students in writing English. Descriptive qualitative is used in this study to try to organize the data and results of the analysis holistically. Data is taken using observation, interviews, documentation. The results of this study show that there are internal and external factors, and there are three teaching strategies that can be used for dysgraphia students such as Pre-study Strategies, Treatment of dysgraphia children, Basic Literacy Class. This study sought to find out specific strategies in English learning of dysgraphia students. This study answers clearly that there are two factors behind the phenomenon of dysgraphia in students, of course the strategy used will be different from conventional methods that we usually find everyday, the position of this research is to complement the literature related to learning difficulties in students.

Keywords: *Dysgraphia; Factors; Strategies*

INTRODUCTION

In recent years, there have been many papers describing (Sugiastuti & Agung, 2015) writing is one way of expressing thoughts and feelings. Therefore, the ability to write is needed by all individuals to be able to communicate other than by speaking. Either writing or speaking is a way to communicate with other individuals. The ability to write is not only needed to communicate such as when we communicate (Tubagus Zam Zam Al Arif, 2019) using letters, E-mail, or even chat in social media which usually uses the first language as a tool to communicate, but it is also important to master the ability to write in English as an international language which will open up many opportunities for information disclosure in this digital era. Starting from the elementary-high school level. (Alrajafi, 2021) A student not only

learns the vernacular, Indonesian but also English. There are many obstacles for students in learning English, speaking because students are not confident in speaking English, listening because students lack vocabulary and lack concentration in listening, reading because the way to read Indonesian and English is different, it takes learning phonetics and phone while writing because the writing is bad, illegible, the placement of punctuation marks is wrong, and there are learning disorders.

A study conducted by Iman Nizami, Dilip R. Patel, and Peter J. Chung. Irvine (2019). Entitled *"Disorder of Written Expression and Dysgraphia: Definition, Diagnosis, and Management"* reveals that Regarding the mechanism of dysgraphia. Dysgraphia is ill-understood and frequently goes untreated. It frequently co-occurs with other psychiatric and learning issues. Dysgraphia and other particular learning impairments are typically diagnosed and treated in the context of the educational system. (Chung et al., 2020) A study by Roza Muchtar, Agustina (2022) Titled *"Learning Writing Disorders in Children With Dysgraphia (Case Study in Class III Elementary School"*reveals that The results of the study show that learning disorders writing (dysgraphia) that Aini experienced among them, the spacing between letters was not consistent, lots of streaks in writing and inconsistent font sizes occurs unfinished, does not follow the proper and proportional flow of lines while writing. (Muchtar & Agustina, 2022)A study conducted by Rehab Ali Al Awad (2020) Titled *"Dyslexia and Dysgraphia as Second–Language Learning Disabilities"*(Ali & Awad, 2020)

The Researcher finds a unique challenge for students where these children cannot write down their thoughts or put them into written form because they cannot organize or make words and coordinate their fine motor (hand) movements properly, this can happen in SMPN 1 Bojong. Writing challenges are sometimes misinterpreted as ignorance by parents. As a result, the affected child finds learning frustrating. He was eager to put the ideas and information he had learned into writing. He just ran into a bottleneck, that's all. When learning the teacher realizes that the student has learning difficulties. Similar to dyslexia, dysgraphia is caused by neurological problems, namely disorders in the left forebrain area associated with reading and writing. Children have difficulty mastering the physical movements needed to write letters and numbers and instinctively coordinating their memories. Physical barriers, such as holding a pencil tightly, poor handwriting, uneven writing technique, not following lines properly, lots of punctuation errors, or not even using punctuation or spaces, all contribute to this difficulty in writing. So teachers need teaching techniques to write English to children with dysgraphia to help reduce these barriers (Jati Rinarki Atmaja, 2018).

SMPN 1 Bojong is a school where there are children with learning difficulties, both dysgraphia, and dyslexia. When learning dysgraphia students are difficult to focus on learning English, and cannot copy the writing on the blackboard correctly, many letters are upside down or even left behind, and large and lowercase letters are mixed up, So teachers make efforts to be able to help students to be able to read and write. The teaching strategy in writing English for dysgraphia children is carried out by teachers in schools, so there is a significant increase in students.

The study concentrate on English writing instruction for children with dysgraphia, as the study's title suggests. Junior high schools is the setting for the research. Because they have discovered that kids with learning difficulties can write, researchers employ this kind of content. There is a variety of writing aids that can help dysgraphia children write in English more easily. This study is intriguing and very useful for dysgraphia students. because it can help children with dysgraphia in learning to write in English, boost their enthusiasm to do so, and help adults understand how to behave and treat children's dysgraphia.

The objective of this study is to know :

1. To classify disgraphia student English handwriting in grades 7 & 8 of SMPN 1 Bojong.
2. To describe what are the factors that cause dysgraphia students' difficulties writing English in grades 7 & 8 of SMPN 1 Bojong.
3. To analyze the strategies used by the teacher in teaching writing in English to dysgraphia students in grades 7 & 8 of SMPN 1 Bojong.

METHODS

The researcher used a qualitative descriptive method as its design to analyze the data a scientific method used in carrying out research activities, The participants in this research are students in SMPN 1 Bojong, the researcher will involve teachers of English classes VII & VIII and dysgraphia students consisting of 10 people and 1 English teacher. Data collection instruments by observation method, the interview method, and the documentation(Sugiyono, 2019).

Analysis of the data use Matthew B. Miles(Huberman, 2013) : data condensation, data display, conclusion. Data analysis is the process of systematically finding and compiling data obtained from the results of data collection, both in the form of interviews, field notes, and other materials, as well as documentation carried out by organizing into categories, describing into units, synthesizing, compiling into patterns, choosing which ones are important and which will be studied, and making conclusions so that they can be understood easily by yourself and others.

1. Data Collection

Researchers collect data through observation, interviews, and documentation. In this study, observation data in the form of classroom learning and special classes, school environment, facilities and infrastructure, learning evaluation, how dysgraphia students hold pens, the results of dysgraphia students' writing, which are then made into observation records. The results of all interview data are then recorded, remembered, and then stored. All data can be collected regularly, so that the data obtained can really be focused on answering problem formulations.

2. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, transforming data that is close to the entire section of field notes in writing, interview transcripts, documents, and empirical material. The researcher makes a transcript of the interview which will then be taken the most important main idea from the interview. Eliminate answers that do not match the question presented, and focus on answers that match the question. Then conceptualization is made, which is the process of connecting the main ideas formed in the conceptual. From the conceptual results, categorization/grouping will be made which will get the theme

3. Data Display

Categorized/patterned data that has gone through the condensation process will become sub-material in the results and discussion section which will be presented in the form of a description. Researchers describe from field data a combination of interviews, observations, and documentation. The presentation of data helps in understanding the reader for easy understanding.

4. Conclusion

Draw conclusions after completion of data collection, condensation data, display data. In the last step, the researcher will conclude the results of the study based on the data that has been presented in each sub-chaptercan be explained the conclusion, then from many conclusions, a conclusion is drawn from each sub-chapter which is the main answer to the teaching strategies used by teachers in teaching dysgraphia students, and the factors causing the difficulty of dysgraphia students learning English.

The validity of the data that researchers use is by using triangulation techniques, triangulation is a technique of checking the validity of data that utilzes something other than the data for the purposes of checking as a comparison to the data (Huberman, 2013)

namely: source triangulation and technical triangulation. This can be achieved through:
   a. Comparing observation data with interview data.
   b. Compare what people say in public with what they say in private.

c. Compare what people say about the research situation with what it says all the time .
d. Comparing one's circumstances and perspectives with various opinions and views of people.
e. Compare the results of the interview with the content of a related document.

RESULTS AND DISCUSSION

Dysgraphia Student Englsih Handwriting Responden Classification.

To understand student dysgraphia, consider the handwriting respondent classification that arises when writing. Researchers try to classify based on what changes appear in their writing, based on the changes that occur, researchers classify changes as follows, namely:

a) Letter Addtition: is a common word change with the addition of letters.
b) Letter loss is a change of words in a language with the loss of one more letter.
c) Metathesis is a word change that occurs in syllables that swap places in a word.
d) Unusual letter changes are unusual word changes in student writing, such as the word "what" to "whet"
1. Letter Addition on English handwriting student dysgraphia

Table 1 Letter Addition on Dysgraphia Student English Handwriting

The Type of Letter Change	DYSGRAPHIA STUDENT ENGLISH HANDWRITING			
	English Word	Respondents Handwriting	Deviation	Frequency
Letter addition 1	Know	Kenow	(-) → e	1
Letter addition 2	Smart	Samart	(-) → a	1
Letter addition 3	Near	Neara	(-) → a	1
Letter addition 6	Drink	Drinis	(-) → is	1
Letter addition 7	The	Ther	(-) → r	2
	Crocodile	crocodileh	(-) → h	
Letter addition 8	Knew	Kanew	(-) → a	1
Letter addition 9	Near	Neara	(-) → a	1
Letter addition 10	Came	Canme	(-) → n	5
	The	Thele	(-) → le	
	School	Schonol	(-) → n	

Made	made**n**	(-) → n	
Not	No**it**	(-) → i	

The table above is a classification of English handwriting student dysgraphia, based on the classification of letter addition ditas dysgraphia student English handwriting that there are 8 respondents who do letter addition, such as "know" they even write (kenow), or in other examples such as the word "smart" they even write (samart). The table above also shows that there is a deviation that arises from the words they write, as well as the frequency of the appearance of letter addition in each respondent from 13 words that indicate letter addition there are a number of vowel letters 7 that appear in letter addition such as the addition of a, i, e and consonants which include letter addition of 8 such as n, h, r.l.

2. Letter loss on English handwriting student dysgraphia.

Table 2 Letter loss on Dysgraphia Student English Handwriting

The Type of Letter Change	DYSGRAPHIA STUDENT ENGLISH HANDWRITING			
	English Word	Respondents Handwriting	Deviations	frequency
Letter loss 1	M**e**	M	e → (-)	3
	F**r**om	Fom	r → (-)	
	N**i**ce	Nce	i → (-)	
Letter loss 2	Rive**r**	Rive	r → (-)	1
Letter loss 3	Mous**e**	Mous	e → (-)	3
	Wa**i**ting	wating	i → (-)	
	U**n**derwater	uderwater	n → (-)	
Letter loss 4	Thi**r**sty	Thisty	r → (-)	2
	De**e**r	Der	e → (-)	
Letter loss 5	Thi**r**sty	Thisty	r → (-)	1
Letter loss 7	Ther**e**	Ther	e → (-)	4
	Thirs**t**y	Thirsy	t → (-)	
	Bri**g**ht	Briht	g → (-)	
	Tho**u**ght	thoght	u → (-)	
Letter loss 9	Tha**t**	Tha	t → (-)	1
Letter loss 10	th**a**t	Tht	a → (-)	6
	An**d**	An	d → (-)	
	ke**y**	Ke	y → (-)	
	Pu**b**lic	Pulic	b → (-)	

	Stood	Stod	o → (-)	
	Front	Fon	r → (-)	

The table above is a classification of English handwriting student dysgraphia, based on the classification of letter loss above dysgraphia student English handwriting that there are 8 respondents who do letter loss, such as "me" they even write (m), or in other examples such as the word "from" they even write (fom). The table above also shows that there is a deviation that arises from the words they write, as well as the frequency of the appearance of letter loss in each respondent from 21 words that indicate letter loss, there are a number of vowel letters 9 that appear in letter loss such as the loss of a, i, u, e.o and consonants which include letter letter loss of 12 numbers such as y, t, d,g,n,r,b.

3. Metathesis on English handwriting student dysgraphia.

Table 3 Metathesis on Dysgraphia Student English Handwriting

The Type of Letter Change	DYSGRAPHIA STUDENT ENGLISH HANDWRITING			
	English Word	Respondents Handwriting	deviations	frequency
metathesis 3	Smart	Samrt	ma → am	2
	Thirsty	Thristy	thi → thri	
metathesis 8	The	Teh	he → eh	1

The table above is a classification of English handwriting student dysgraphia, based on the classification above there are 2 respondents who do metathesis, such as "smart" they even write (samrt), or in other examples such as the word "thirst" they even write (thristy). The table above also shows that there is a deviation that arises from the words they write, as well as the frequency of the appearance of letter loss in each respondent from 3 words that indicate letter loss.

4. Unusual letter change on English handwriting student dysgraphia.

Table 4 Unusual Letter Changes on Dysgraphia Student Handwriting

The Type of Letter Change	DYSGRAPHIA STUDENT ENGLISH HANDWRITING

	English Word	Respondents Handwriting	deviations	frequency
Unusual letter change 1	May	Mau	Y → u	24
	Your	Vour	Y → v	
	Pay	Pqy	a → q	
	Get	9et	G → 9	
	Mean	Medn	a → d	
	Yes	4es	Y → 4	
	Please	Ple2se	a→ 2	
	Today	Toda4	Y → 4	
	Classmate	Classwte	m → w	
	My	Mu	Y → u	
	Name	N2me	2 → 4	
	May	M2y	a → 2	
	Ramdan	Mandan	r → m	
	I am	S 9m	?	
	You	Non	?	
	Attention	Ahenon	?	
	Please	Pleze	?	
	Attention	Etiontien	?	
	Please	Plrer	?	
	Introduce	Inodlen	?	
	Yourself	U9nrsil	?	
	Semarang	Stm9n9	?	
	Ramdan	R9ndon	?	
	Raharja	R9h9ra	?	
Unusual letter change 2	He	H6	e → 6	1
Unusual letter change 3	Staying	Staving	y → v	7
	Water	Watev	r → v	
	What	Whet	a → e	
	Got	Gor	t → r	
	Out	On	?	
	Whether	whetheteher	?	
	Drink	Drinis	?	
Unusual letter change 4	River	Rivgr	e → g	1
Unusual letter	River	Viver	R → v	2

change 5	Said	Saia	d → a	
Unusual letter change 6	River	Rivar	e → a	1
Unusual letter change 7	They	Thek	y → k	4
	Lived	Livid	e → i	
	River	River	e → i	
	One	Ore	n → r	
Unusual letter change 8	Out	Aut	o → a	3
	Said	Suid	a → u	
	Staying	Setoing	?	
Unusual letter change 9	Mouse	Monse	u → n	5
	Loudly	Lovdly	u → v	
	What	Whet	a → e	
	Said	Seid	a → e	
	Warm	Merm	w → m a → e	
Unusual letter change 10	School	Sehool	c → e	15
	Monday	Mondag	y → g	
	Played	Pla4d	y → 4	
	Playstation	Plagsitdion	?	
	Late	Cate	L → c	
	My	Mg	y → g	
	Has	Hes	a → e	
	Experience	Eseriduo	?	
	Hop	Hap	o → a	
	Transportation	Trenspytin	?	
	Time	Timas	?	
	Arrived	Trived	?	
	Again	999in	?	
	Course	Corsem9	?	
	Angry	On9rg	?	

The table above is a classification of English handwriting student dysgraphia, based on unusual letter change. The classification above there are 10 respondents who make unusual letter changes, such as "Get" they even write (9et), or in other examples such as the word "warm" they even write (merm). The table above also shows that there was a deviation that arose from the words they wrote, as well as the frequency of unusual letter change in each respondent from 63 words that indicated unusual latter change.

The Factors That Cause Dysgraphia Students' Difficulties In Writing English.

The cause of dysgraphia students in difficulty writing English there are 2 factors. Namely internal factors and external factors. This finding is the result of analysis from interviews that have gone through data coding or data analysis. After selecting categories for factors, researchers use triangulation techniques and source triangulation to test the wetness of a data using various points of view.

1. Factors Internal

Internal factors are factors that come from within the individual or the shape of a person's attitude. This includes the biological, and psychological condition of the student. Starting from the interest in learning English, learning obstacles that come from students themselves which require special handling to overcome, have shortcomings in hearing and vision devices. These internal factors include the realm of creation (cognitive), the realm of taste (affective), and the realm of karst (psychomotor). This learning difficulty can generally be noticed when students have difficulty learning to read and write since the beginning of entering school.

a. Cognitive

Dysgraphia students regarding cognitive aspects (the realm of creation) and Internal Factors of dysgraphia students' difficulties in writing English, it can be concluded that dysgraphia students complain of confusion in writing English because the pronunciation and writing are different. Then do not know the meaning of English vocabulary, and most find it difficult to write letters so there are letters left behind or confused.

b. Affective

About the affective aspect (the realm of taste) in learning English, it can be concluded that few of them have an interest in learning English because some of them have low motivation in learning English, then, on the other hand, they complete English tasks or write by looking at friends' answers.

c. Psychomotor

The students above regarding psychomotor aspects (karsa domain), most of their writing results still have confused and left behind letters. Then when writing takes longer, and often lags with friends when writing, students cannot imitate the teacher's writing on the board, students are unable to understand the meaning of something heard and then write it down while overcoming time constraints.
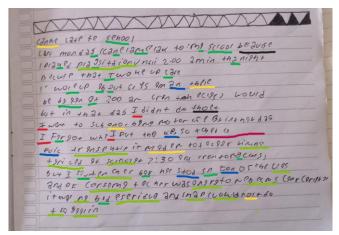
Fig 1 Handwriting Respondent 10

Basically, this section explains how the research was carried out, which includes research designs, populations, and samples (research targets), data collection techniques, and data analysis techniques. For qualitative research such as classroom action research, case studies, and so on, it is necessary to add the presence of researchers, research subjects, informants who helped along with ways to explore research data, location, and duration of research as well as a description of checking the validity of research results.

2. External factors

External factors are factors that come from outside the individual There are 2 external factors of dysgraphia students' difficulties in writing English, namely factors family environment, and school environment.

a. family environment

The family environment factor is that the daily language used at home is Sundanese (regional language), very rarely use Indonesian at home. And when at home Some students rarely repeat vocabulary and English material that has been taught at school. Because they rarely study when at home.

b. School environment

The habitual factor of students who always use regional languages in daily association and rarely use Indonesian especially using English in the school environment is a factor in students' difficulty in speaking English.

Teaching Strategies In Writing English For Dysgraphia Students
1. Pre-study Strategies

Teaching strategies in the classroom. So it can be concluded that SMPN 1 Bojong School uses the 2013 curriculum when learning in English classes, teachers use the lecture method with visualization strategies. Before entering the core learning, the teacher invites students to do brain gymnastics, which is called brain buttock and

arm activation.

2. Treatment of dysgraphia children

Handling dysgraphia children is an activity carried out by teachers hand in hand so that dysgraphia students do not fall behind in lessons with other students. After class, it was right at recess. After a 10-minute break, 10 dysgraphia students were in the classroom/office, to conduct a learning evaluation with the teacher of the last subject taught in class. Then the teacher reviews the material that has been taught while connecting with the lives of the students so that students can easily understand. Repeating the core of the material taught, then the student asks the teacher what he does not know. Then the teacher asked the students, to find out the extent of the ability of dysgraphia students in the learning material earlier, if it still does not meet the target, then remedial is carried out.

3. Basic Literacy Class

Basic literacy classes are basic skills in reading, writing, and listening. The purpose of basic literacy is to optimize one's ability to read, write, and also communicate well. Literacy is indeed understood as the ability to read and write. The teacher gives each student another worksheet that has five different pictures of famous musicians. Students listened carefully to the song beforehand but in this case, they will pay close attention to the description of the famous musician to identify which description corresponds to the corresponding musician. They should put a tick on the chart below the image that they consider the correct choice. After that, the teacher gave one random piece of paper to each student. The piece of paper contained sentences cut into different sections. The teacher will read a few sentences aloud. Therefore, students must listen and try to form or string sentences into the correct order. At the end of the activity, the teacher asked the students if they liked the artist's music. Then the material was finished, the teacher gave motivation and the class finished at 14.40 WIB. Pieces of paper will be connected by students when the teacher reads the sequence of sentences.

Discussion

The Factors That Cause Dysgraphia Students' Difficulties In Writing English.

The first finding is the internal factor Cause Dysgraphia Students' Difficulties In Writing English, namely cognitiv Low intellectual abilities such as mastery in fluency in writing English sentences in dysgraphia cause complaints of confusion because the pronunciation and writing are different. Then there is no meaning in English vocabulary which causes difficulty in making sentences, so there are letters left behind or confused. His cognitive aspects include aspects of memory, perception, and language that have problems or develop very poorly. This results in students with reading disorders will find it difficult to remember the sounds of letters, and unable to string letters into syllables, and syllables into sentences, which eventually students only repeat the same letters while reading. In addition, students also have

difficulty understanding, and interpreting letters/alphabets that have almost the same writing symbols, including "b with d, p with q, m with w, and so on.(Siti Asiah, 2019)

The findings of the affective internal factor, namely low interest in learning English also affect low motivation in learning English, then dysgraphia students complete English tasks or write by looking at friends' answers. that interest in learning has a significant effect on learning achievement. This shows that if students have a high interest in learning, then these students will have high learning achievement. Likewise, if students have low learning abilities, then student achievement will be less.(Rahmawati et al., 2021)

The findings of the Psychomotor internal factor are the results of the writing of dysgraphia students there are still letters that are confused, left behind, there are form errors. Then when writing takes a longer time, and when writing often lags with classmates. The act of writing by hand begins with the process of idea and planning, followed by the application of language rules (grammar, syntax, spelling, punctuation, etc.), with the result of text production at the motor level. The forearm, wrist, and fingers must work together to create a handwritten final product. In addition, other processes such as evaluation and self-monitoring, which serve as effective feedback, should be considered. All this looks like a sequential process, but in fact, everything happens simultaneously.(Šafárová et al., 2021)

The second finding is the external factor Cause Dysgraphia Students' Difficulties In Writing English, namely the student's family environment. Family environmental factors are that the daily language used at home is Sundanese (regional language), which rarely uses Indonesian at home. And when at home Some students rarely repeat vocabulary and English material that has been taught at school. Because they rarely study when at home. Other environmental factors that have the potential to influence the perceived consequences of disability learning are related to educational support.(Bazen et al., 2022)

External factors Cause Dysgraphia Students' Difficulties In Writing English are that the school environment of dysgraphia students mostly uses regional languages, namely Sundanese in daily communication, and English is only used during English lessons in class. Communication between teachers and students uses Indonesian. Children need a safe, healthy, and stimulating environment to grow and learn where they can get better food. It is a common observation that children spend 6 to 8 hours in school. In addition, students spend part of their time in the courtyard, corridor, or schoolyard. Therefore, they need to be provided with an environment that can hone their hidden skills. This condition requires careful planning and its design allows the

achievement of goals such as education, health, and management. Thus the school environment occupies a very important status in shaping and reshaping intellectual abilities.(Lodhi et al., 2019)

Teaching Strategies In Writing English For Dysgraphia Students

Furthermore, this researcher has also discovered Teaching Strategies In Writing English For Dysgraphia Students. There are 3 teaching strategies: Teaching Strategy in class, Treatment of dysgraphia children, and Basic Literacy Class.

Pre-study Strategies , using the lecture method with visualization strategies. Before entering core learning, students do brain gymnastics, which is called brain buttock and arm activation.(Tatik Imadatus Sa'adati 1, 2015) Brain gymnastics is often used to treat several types of disorders in children such as hypersensitivity, ADD (Attention Difficulty Disorder), EH (Emotional handicaps), FAS (Fetal Alcohol Syndrome or infant syndrome), and LD (Learning Disabilities). Brain gymnastics can be a favorite activity of children before learning because it is fun and easy to practice.(Tatik Imadatus Sa'adati 1, 2015)

The handling of this learning is an evaluation of learning carried out after class is over during recess. The activities carried out were first visual and auditory, repetition of regular class material, question, and answer, then remedial. Remedial Teaching Curative Approach I must be curative has meaning of healing efforts. The curative approach will be implemented after the main learning program has ended and is evaluated. (Sugihartono, 2007)

Basic literacy classes are attended by students of Dysgraphia, Dyslexia, where activities are carried out once a week on Mondays and Wednesdays. Learning conducted by English teachers is interesting material and can make students feel happy, about their favorite singers.

CONCLUSION

This study has described the factors that cause dysgraphia students' difficulties writing English in grades VII & VIII of SMPN 1 Bojong. Researchers found the cause of dysgraphia students' difficulties writing English, there are two factors, namely internal factors which include cognitive, affective, psychomotor, and external factors including the family environment, and school environment. Cognitive factors include aspects of memory, perception, and language problems. Resulting in being unable to string letters into syllables, syllables into sentences, and difficulty understanding, and interpreting letters/alphabets that have almost the same writing symbol. Then feelings, interests, and attitudes there is a low interest in learning English also affects affective factors, so students' attitudes towards English assignments cheat more

friends. Psychomotor factors include aspects that include skills in doing things like imitation. Shiva could not imitate the teacher's writing on the board, then was unable to understand the meaning of something heard and then wrote it down while overcoming time constraints. Family environmental factors influence the perceived consequences of dysgraphia students, the daily language used at home is Sundanese. Factors in the school environment that use Sundanese in learning, and when communicating with friends and teachers.

Then this research has been to analyze the strategies used by the teacher in teaching writing in English to dysgraphia students. Researchers found three teaching strategies: Teaching Strategy in class, Treatment of dysgraphia children, and Basic Literacy Class. Pre-study Strategies, using the lecture method with visualization strategies. Before core learning, students do brain gymnastics, which is called brain buttock and arm activation. Then the handling of this learning includes visual auditory, repetition of regular class material, question, and answer, then remedial. And basic literacy classes are attended by students with dysgraphia, and dyslexia, where activities are carried out once a week on Mondays and Wednesdays. Learning done by English teachers is interesting material and can make students feel happy, about favorite singers. Teaching strategies at SMPN 1 Bojong provide learning handlers both in class and specifically for dysgraphia students. The findings of this study have contributed knowledge in the field of English language learning for dysgraphia students. Especially in the field of learning to write English.

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