

CHAPTER I

1.1 Introduction

Literacy is a social activity involving participating in different social and cultural situations through language, symbols, and other methods of communication (Gee & Gee, 1987; Perry, 2012). Over time, the definition of literacy has evolved beyond just the ability to read and write, expanding to include many other aspects. According to (Perry, 2012), recognizing the role of literacy in shaping identity, improving access to information, and encouraging participation in social and economic activities can help us develop better strategies to enhance literacy across society. Developing literacy skills, including writing fluency, vocabulary development, and reading comprehension, is crucial to language learning. Although literacy offers a foundation for language learning, it also plays a key role in improving students' overall language proficiency (Sari & Aminatun, 2021) .

Dyslexia is a complex condition characterized by difficulties with learning to read, write, and organize work (Snowling et al., 2020; Troeva, 2016). Snowling et al. (2020) suggest that children with dyslexia are more likely to experience emotional and behavioral challenges later in life. Difficulties with literacy can limit their opportunities for higher education and employment. Children with dyslexia may also experience a variety of writing-related problems, such as poor spelling, illegible handwriting, limited vocabulary, weak concept development, and difficulty organizing ideas (Nuzulia, 1967). These challenges are often closely linked to the reading difficulties they experience.

By Shaywitz and Shaywit, (2008), argue that the frequent frustrations and difficulties faced by dyslexic children in reading and writing can lead to negative emotions such as anxiety, sensitivity, and shame, ultimately affecting their confidence and self-esteem. Compared to their peers, dyslexic students tend to have lower self-efficacy, meaning they doubt their ability to succeed. When they compare themselves with their classmates who do not face comparable difficulties, they may feel inadequate or even guilty. According to Asakereh and Yousofi (2018), Psychological factors play a critical role in the academic success of English as a Foreign Language (EFL) students. Among these, self-efficacy, self-esteem, and confidence are essential. Strong self-efficacy increases a student's likelihood of using proactive learning techniques, staying focused in the face of adversity, and becoming more competent (Asakereh & Yousofi, 2018). In addition, students' attitudes towards learning and their capacity to persevere in difficult circumstances are influenced by their sense of self-worth. Resilience and a good attitude towards learning are nurtured by high self-esteem (Asakereh & Yousofi, 2018). Self-confidence is also important in EFL learning because it can increase self-efficacy, which can improve motivation and performance. (Gibby-Leversuch et al., 2021; Kusumaningtyas & Mukti, 2023)

Parents are crucial in helping dyslexic students, although schools and teachers are also very important. Their involvement includes identifying dyslexia, building their child's confidence, offering learning support at home, voicing their needs, and collaborating closely with educational institutions (Delany, 2017; Leitão et al., 2017; Ross, 2019). Parents support their children's learning of English as a foreign language (EFL) by helping with homework, meeting their educational needs,

influencing their attitudes towards EFL, dealing with academic difficulties, looking after their emotional health, and acting as a source of additional knowledge (Bani et al., 2022; Sumanti & Muljani, 2021; Torres & Castaneda-Pena, 2016). Parents are important informal educators who support a holistic approach to language growth and acquisition by utilizing their own language skills and cultural background to enhance their children's EFL learning experience. Parents act as informal educators who enhance the formal learning process by utilizing their own language skills and cultural experiences. There are several ways for parents to get involved in their children's education at school and at home, ensuring they get the help they need to realize their full potential (Marin & Bocoş, 2017).

Parents with high education and parents with low education approach education in different ways, as said by Jaiswal (2018), Parents with higher levels of education are more likely to take an active role in their child's education. They can offer more effective help as they usually have a better understanding of dyslexia and educational procedures than parents with less education (Ayu et al., 2020). In contrast, parents who have lower levels of education may be less involved in their children's education because they feel incapable or insecure about their ability to help their children's academic progress (Ayu et al., 2020). These emotions can adversely affect their self-esteem and prevent them from speaking up and taking an active role in their child's education.

The help that parents provide to their children during the education process is greatly influenced by their own educational background. Parents with higher levels of education usually know more about dyslexia and how to help their children than parents with lower levels of education. Educated parents are better able to support

their children because they have a greater awareness of dyslexia and its impact, according to the study. Several studies highlight how education level affects parental involvement in a child's learning process (Jaiswal, 2018; Wael et al., 2022). Therefore, the purpose of this study is to find out how parents' educational background affects how they help children who may be dyslexic, especially when it comes to learning English.

Although previous research has addressed the difficulties dyslexic students face when learning English as a foreign language (Madden, 2022; Yukimaru, 2023). the importance of parental involvement in a child's education (Marin & Bocoş, 2017). Little is known regarding how parents' level of education affects the way they assist potentially dyslexic children in learning English. Furthermore, parental involvement in EFL education for dyslexic children is still poorly understood, with the majority of current research concentrating on the role of instructors and classroom-based instructional practices (EL ARBAOUI, 2023; Huys, 2020) Parental involvement in the EFL education of dyslexic children remains underexplored. Therefore, this study aims to bridge this gap by examining how parents with different educational backgrounds provide support for their potentially dyslexic children in learning English in Singaraja, Bali.

Several studies have examined dyslexia in EFL contexts. Research across different countries has documented differences in the prevalence of dyslexia, the identification of dyslexic students, and the methods used to support their reading and writing skills in EFL/ESL classrooms (Madden, 2022). Yukimaru (2023), emphasizes the importance of addressing the difficulties faced by dyslexic students in the EFL classroom, and recommends that educators use a universal design

approach and employ efficient teaching strategies. However, many foreign language teachers have limited knowledge of dyslexia, its impact on language learning, and appropriate teaching strategies for dyslexic students (EL ARBAOUI, 2023). To support dyslexic students in the EFL classroom, various studies have highlighted the need for further teacher training regarding dyslexia awareness and effective teaching techniques (Huys, 2020). As stated by Yukimaru (2023), it is crucial to identify and meet the needs of dyslexic students in the EFL classroom. Therefore, parental involvement becomes an important part of their learning process as teachers provide little support for dyslexic students' EFL learning.

The objective of this study was to conduct a thorough examination of parents with varying educational backgrounds and levels of knowledge about dyslexia, and the tactics they employ to help their children who may be dyslexic in English lessons in four primary schools in Singaraja city, Bali. By considering the perspectives of both educated and less educated parents, the research seeks to provide actionable insights that are relevant and beneficial for all.

1.2 Research Question

- a. What do educated and less-educated parents of children with potential dyslexia in second-grade elementary school know about dyslexia?
- b. What are the strategies used by educated and less-educated parents to handle their second-grade elementary school children with potential dyslexia in English language learning?

1.3 Purpose of the Study

Based on the research question, the purpose of the study is:

- a. To describe dyslexia among educated and less-educated parents of children who are potentially dyslexic in the second elementary school.
- b. To describe educated and less-educated parents' strategies to support their children who are potentially dyslexic in second-grade elementary school in learning English.

1.4 Scope of The Study

In this study, the scope has taken the population of parents of second-grade elementary school students suspected of having dyslexia in four elementary schools in Singaraja City, Bali. The study involved two groups of parents: those with high education and those with low education. The focus of this study was on parents' understanding of dyslexia, particularly in the context of learning English as a foreign language (EFL), Strategies implemented by parents to support their potentially dyslexic children in learning English along with parents' different perspectives on how to educate their children, especially based on their level of education. The limit of this study is that it only includes parents who have second-grade children in the school under study and who are potentially dyslexic.

1.5 Significances of the Study

The significance of this study included how it has contributed to both theoretical and practical aspects.

1. Theoretical Significances

This study contributes to the development of theories related to dyslexia, English as a Foreign Language (EFL) learning, parental involvement in education, and the influence of parents' educational backgrounds on how they support children who are potentially dyslexic. This research fills a gap in the literature by providing greater insight into how dyslexia affects language learning, especially in an EFL context. To increase knowledge about parental involvement in education, this study also examines the role of parents with varying educational backgrounds, shedding light on how this variation affects the support provided to children with dyslexia. The research also advances beliefs about the emotional and psychological difficulties dyslexic students have, including their levels of confidence, self-efficacy and self-esteem, and how these aspects affect their language learning outcomes. By looking at how parents help their children learn English as a foreign language (EFL), especially if they have dyslexia, this research either supports or contradicts pre-existing views, especially on how parents' educational background affects their involvement in their children's education.

2. Practical Significances

This research has practical value as it can provide useful advice to parents, educators and legislators. It can also inform future research on how to support children who may be dyslexic when learning English as a foreign language (EFL).

a. For the Parents

Parents can use this information to help their children who may be dyslexic, especially when it comes to learning English as a foreign language. Parents are now better informed about dyslexia and how it impacts a child's development. In addition, they have also acquired techniques that they can use at home to help their children improve literacy skills, including reading, writing and spelling. In addition, by providing the emotional support children need, parents can help children become more confident and sure of their abilities. Parents with various educational backgrounds can still be involved in their children's education thanks to this research, which also helps parents and schools to work better together.

b. For the Teacher

The result of this study is expected to contribute to teachers' enhancing their understanding of how to support students who are potentially dyslexic in learning English as a Foreign Language (EFL). Teachers have gained insights into the specific challenges dyslexic students face in reading, writing, and spelling, allowing them to adjust their teaching methods to better meet the needs of these students. The study provides teachers with strategies that can be incorporated into their classrooms to create a more inclusive learning environment, such as adopting a universal design approach and using targeted interventions. Additionally, the research emphasizes the importance of collaboration between teachers and parents, helping educators work more effectively with families to support dyslexic students' learning and emotional well-being.

c. For the Policymakers

This research is expected to provide important information for policy makers on how to make education policies that can meet the needs of dyslexic students, especially those learning English as a foreign language (EFL). The results of this study can be used by policy makers to create a more inclusive curriculum that takes into account various learning difficulties and ensures that schools use effective teaching methods for students with dyslexia. This research emphasizes the importance of dyslexia-specific teacher training, which could result in legislation requiring teachers to undergo specialized professional development. In addition, the research also highlights the importance of policies that encourage increased cooperation between parents and schools, guaranteeing that both parties are prepared to help the academic and emotional well-being of adolescents with dyslexia. Ultimately, these policies can help promote equal educational opportunities and reduce barriers for dyslexic students in language learning.

d. For Future Research

This study provides a basis for future research into the ways in which parental support of dyslexic children learning English as a foreign language (EFL) is influenced by educational background. By examining additional variables such as socioeconomic status, cultural influences, or the role of schools in influencing parental participation, future research could extend these findings. Future research could also examine the efficacy of specific teaching strategies and interventions that parents and

teachers use to help dyslexic students learn English as a foreign language. Furthermore, by tracking the long-term outcomes of dyslexic adolescents who received varying levels of support from parents with diverse educational backgrounds, this research paves the way for longitudinal studies that will improve teaching methods and educational systems.

