

APPENDIX

Appendix 1 Research Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 829/UN48.78.1/DT/2025

5 Maret 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 1 Kampung Anyar

di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini :

Nama	: Komang Rista Liani Dewi
NIM	: 2112021220
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: Teaching English as a Foreign Language to the Second-grade Elementary School Students Who are Potentially Dyslexic: Educated and Less-Educated Parent's Perspective

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan ,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi

NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kaprodi, Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS



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Nomor : 828/UN48.78.1/DT/2025

5 Maret 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 2 Banjar Bali

di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini :

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NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kaprodi, Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2 Letter of Research Approval



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SEKOLAH DASAR NEGERI 2 BANJAR BALI
Jalan Wibisana, Singaraja Tlp (0362)28116 E-mail: sdn2banjarbali@gmail.com



Nomor : 045.2/037/TU/2025
Lampiran : 1 (satu) Gabung
Perihal : Ijin Penelitian

Dengan Hormat,

Menindaklanjuti surat dari Universitas Pendidikan Ganesha dengan nomor surat 828/UN48.78.1/DT/2025 tentang Penelitian awal dalam rangka melengkapi data untuk menyelesaikan skripsi/tugas akhir di SDN 2 Banjar Bali, bersama ini kami menerima mahasiswa tersebut.

Nama : Komang Rista Liani Dewi
NIM : 2112021220
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa Asing

Demikian Surat Keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Singaraja, 06 Maret 2025
Kepala SDN 2 Banjar Bali,

Desak Ruti Pajarastuti, M.Pd.
NIP.19780903 200501 2 012



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SD NEGERI 1 KAMPUNG ANYAR
Jalan Kaswari No. 12 Singaraja



SURAT KETERANGAN

Nomor : 045.2/42/Pendas/2025

Yang bertandatangan di bawah ini, kepala SD Negeri 1 Kampung Anyar.

Menerangkan bahwa:

Nama	: Komang Rista Liani Dewi
NIM	: 2112021220
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Tahun Akademik	: 2024/2025

Memang benar yang tersebut di atas telah melakukan penelitian di SD Negeri 1 Kampung Anyar.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 7 Maret 2025

Kepala SD Negeri 1 Kampung Anyar

Ketut Alit Saputra, S.Pd.SD

NIP. 19870228 200902 1 001

Appendix 3 Screening Test

Screening Test for Dyslexia

Dyslexia screening tests are designed to identify individuals who may be at risk of having dyslexia. Below is a brief example of a simple screening test that could be used by educators or parents to gather initial insights before further assessment by professionals.

Dyslexia Screening Questionnaire (For Ages 6+)

Section 1: Phonological Awareness

1. Can the child break words into individual sounds?
(Example: "What sounds do you hear in *cat*?" Expected response: /k/, /æ/, /t/)
○ Yes ☐ No ☐
2. Can the child recognize rhyming words?
(Example: "Which word rhymes with *dog*: *log* or *sun*?")
○ Yes ☐ No ☐
3. Can the child blend sounds into a word?
(Example: "What word is /s/, /i/, /t/?" Expected response: *sit*)
○ Yes ☐ No ☐

Section 2: Reading Skills

1. Does the child struggle to read simple words by sight?
○ Yes ☐ No ☐
2. Does the child frequently confuse letters that look similar (e.g., *b/d* or *p/q*)?
○ Yes ☐ No ☐
3. Does the child guess words rather than reading them accurately?
○ Yes ☐ No ☐
4. Does the child avoid reading tasks or become frustrated while reading?
○ Yes ☐ No ☐

Section 3: Writing and Spelling

1. Does the child have difficulty spelling even simple, familiar words?
○ Yes ☐ No ☐
2. Does the child mix up the order of letters in words (e.g., writing *top* as *pot*)?
○ Yes ☐ No ☐
3. Does the child write letters or numbers backward after age 7?

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2. Does the child mix up the order of letters in words (e.g., writing *top* as *pot*)?
o Yes ☐ No ☐
3. Does the child write letters or numbers backward after age 7?

- Yes ☐ No ☐

Section 4: Other Observations

1. Does the child have difficulty following multi-step instructions?
 - Yes ☐ No ☐
2. Does the child have trouble with sequencing (e.g., days of the week, months)?
 - Yes ☐ No ☐
3. Does the child show strengths in other areas, such as creativity or problem-solving?
 - Yes ☐ No ☐

Scoring and Interpretation

- **1–4 Yes Answers:** Possible mild risk of dyslexia. Monitor and provide extra support.
- **5–8 Yes Answers:** Moderate risk. Consider further diagnostic testing.
- **9+ Yes Answers:** High risk. A comprehensive assessment by a professional is strongly recommended.

Example Digital Screening Tools

1. **Dyslexia Quest App** (For children, gamified tasks to assess memory and phonics skills).
2. **Lucid Rapid** (For school settings, quick computer-based assessment).
3. **Nessy Dyslexia Screening** (Fun and interactive, for younger children).

These tools, combined with observational checklists, offer an effective way to identify students who may need more detailed assessment.

Dyslexia Screening Test

1. General Information

- Name: _____
 - Age: _____ Grade: _____
 - Date: _____
 - School/Institution: _____
-

2. Screening Questions

Answer the following questions based on observations (for teachers/parents) or personal responses (for older students). Mark Yes or No.

Behavior/Skill	Yes	No
Has difficulty learning the alphabet.		
Confuses similar-looking letters (e.g., b/d, p/q).		
Struggles to learn and remember sounds of letters.		
Reads below grade level.		
Avoids reading aloud.		
Mispronounces or skips words while reading.		
Spells words inconsistently (e.g., writes "frend" for "friend").		
Has trouble following multi-step instructions.		
Writes letters or numbers backward after age 7.		
Complains about headaches or tiredness during reading.		
Struggles with sequencing (e.g., days of the week, months).		
Has poor handwriting (letters uneven, hard to read).		
Finds it difficult to sound out unfamiliar words.		
Struggles with organizing thoughts or writing sentences.		

3. Phonological Awareness Tasks

These tasks assess the ability to identify, segment, and manipulate sounds in words.

Task 1: Rhyming

- *Instruction:* "Which word rhymes with cat: mat, dog, or sun?"
- *Words:* bat, pin, hop.
- *Score:* Correct answers: ____/3

Task 2: Syllable Segmentation

- *Instruction:* "Clap the number of syllables in the word **elephant**."
- *Words:* apple, butterfly, computer.
- *Score:* Correct answers: ____/3

Task 3: Sound Deletion

- *Instruction:* "Say the word **stop**. Now say it again but without the /s/ sound."
- *Words:* frog, plan, snake.
- *Score:* Correct answers: ____/3

4. Rapid Naming Task

This task measures how quickly a student can name objects, colors, or letters.

Instructions: "Name the following as fast as you can."

- Red, blue, green, yellow, purple (Colors).
- A, B, C, D, E (Letters).
- Dog, ball, chair, cat, hat (Objects).

Record Time: _____ seconds.

5. Writing Task

Instructions: "Write a sentence about your favorite animal."

- Observe for:
 - Letter reversals.
 - Spelling mistakes.
 - Poor sentence structure.

6. Scoring and Interpretation

- For each "Yes" in the screening questions, assign 1 point.
- For each incorrect response in phonological tasks, subtract 1 point from the total.
- Calculate the total score:
 - **High Risk:** Many "Yes" responses and frequent errors in tasks.
 - **Moderate Risk:** Some "Yes" responses and a few errors.

- **Low Risk:** Few or no "Yes" responses with minimal errors.

Follow-Up

- **High Risk:** Recommend formal evaluation by a psychologist or special education specialist.
- **Moderate Risk:** Provide targeted intervention and monitor progress.
- **Low Risk:** No immediate action required, but continue monitoring.

This simple screening test focuses on common dyslexic traits like phonological processing, reading, writing, and memory challenges. It can be adapted to different age groups.

Appendix 4 Interview Transcript

Interview results for the first research Question.

No	Question	Answer			
		P1SDN1KA	P2SDN1KA	P1SDN2KB	P2SDN2KB
1	Does your child have difficulty in learning to read?	<p>“Yes, she has difficulties.</p> <p>She can do ‘N’ ‘A’ to be ‘na’ but she is not yet fluent.”</p>	<p>“He can't recognize letters yet, only recognizes a little bit at most.”</p>	<p>“Yes, of course, because he didn't go to kindergarten, when he speaks, it's like he's memorized it.”</p> <p>but I teach him at home because I teach him since he was little. He doesn't know the letters so it's difficult. So, he still spells.”</p>	

2	Does your child have difficulty spelling words?	<p>“For spelling is yes, because it’s hard to read, let alone spell.”</p> <p>“Because she doesn’t go to kindergarten, it’s already difficult for her.”</p>	<p>He can’t spell at all; his spelling is still messy. Maybe that’s what makes it hard for Agus to read.</p>	<p>“He knows all the letters, and he can spell.”</p>	<p>“There are difficulties with spelling. For example, he wants to say ‘hands’ so he thinks ‘T-A-N-G-A-N’, but the ‘G’ is reversed, like the number 9. When writing ‘picture’, the ‘G’ is also reversed.”</p>
3	How are your child's in writing skills?	<p>“His writing is fluent, slow but correct. But not neat.”</p>	<p>“Still messy, unclear, not neat.”</p>	<p>“His writing is good and neat because I taught him to write using top and bottom boxes</p>	<p>“He can’t write neatly, he writes slowly.”</p>

				since grade one.”	
4	Does your child often forget recently learned information, such as certain vocabulary or subject matter?	“Still remembers, but sometimes I ask her friends too ‘is that what she said?’ If there’s homework, she’s willing to do it.”	“Yes, quickly forgot. That’s why he’s not really smart he prefers to play with friends.”	“Honestly, I ask the teacher what his homework is. Sometimes he remembers, sometimes he forgets.”	“Honestly, I ask the teacher what his homework is. Sometimes he remembers, sometimes he forgets.”
5	Does your child have difficulty in activities requiring coordination, such as handwriting, using scissors, or participating in sports?	“If it’s about sports, I don’t see it directly at school, but they said she’s enthusiastic. When she was in grade one, I used to see her dance well.”	“If he’s told to cut, he can do it. But for sports, he gets out of breath quickly, so it’s difficult for him.”	“Based on what I’ve seen at home, he’s an artistic person. So for activities that require coordination, sometimes he can do it,	“He’s not very good at it. When he had a scissor task, he forgot how to hold scissors. He even cut his own hair once.”

				sometimes he can't."	
6	How does your child organize schoolwork or understand the connections between material learned? Do they need more help in connecting new information to what has already been learned?	"Sometimes she gets confused when asked to do homework in a certain book, so I help point it out first."	"If there's more than one homework assignment, he often gets confused about which to do first. He needs to be told one by one."	"I usually help him organize the assignments. Because if he's told to do it on his own, he mixes everything up."	"Sometimes he remembers what he just learned, but connecting it to the task is something he can't do."
7	How do you think your children understand information better? Do they learn faster through pictures, hands-on practice, or listening to explanations?	"If I explain slowly, she can understand. But I have to be patient."	"Sometimes I give him examples, then he understands. If I just explain with words, it's hard."	"He needs to see it directly or I draw it, then he gets it. Sometimes I also use objects."	"If I teach him using words he knows, he understands faster. But if I go straight into English, he gets confused."

8	Does your child have trouble recognizing or remembering sounds in words, such as distinguishing sounds in similar words or remembering rhymes?	"I asked her what sound the letter 'B' makes. Sometimes she says 'be' but another time she forgets again."	"He often mispronounces letters. For example, he says D instead of G. Sometimes he even makes up the sound."	"There is no such thing, I also often consult with the teacher, there is no difficulty in that."	"There's no way he's having trouble with that."
9	Does your child ever complain about letters that seem blurry, moving, or hard to read when reading books or writing on the board?	"That's why he needs to read. If he writes, he knows the letters. Simply looking at the example, he can recognize the letters, although he can't write them himself."	Often, He has difficulty in reading the letters, not saying that the letters are blurry or moving but he doesn't know what the letters are.	"Yes, for example, sometimes he confuses "tinggi" between "N" and "ng", sometimes he doesn't write the "n"	"He once said 'the letters are moving.' I thought he was just sleepy."

		<p>He has trouble reading the letter 'A'. But if the letter is in a word like 'Ang', he can recognize it.</p> <p>For the letter's 'A' and 'N', she can read them.</p> <p>However, for the letter 'L', sometimes she misreads it as 'Katik'. If she sees the letter 'I', she just fills it in with a dot."</p>			
10	Do you notice your child excelling more in certain subjects,	"She can dance, but lacks confidence"	Good at eats, if there is a competition like that,	"Maybe if I see him at home, he is more likely	"Maybe he can sing when he gets the singing

	such as art or music, versus subjects that require a lot of reading and writing?		there is an eating competition	to draw because his grandfather is also an artist”	champion award”
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Interview result for the second question.

11	What do you usually do to help your child learn English at home?	“I’ve never been taught English.”	“I often search on YouTube for him since he already uses a phone. Sometimes I turn off the Wi-Fi so it works offline”	“I search on YouTube for him. There are basic English lessons on his phone through YouTube.”	“From the beginning, he couldn’t recognize letters, and he couldn’t pronounce them either. So, sometimes I teach him what he already knows, like colors. He knows colors. I often
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					<p>switch back and forth, from blue to other colors, then repeat it.</p> <p>He can name animals, too, and whatever I know. I'm not that good in English myself, honestly."</p>
12	Do you use any methods or tools to help your child learn to read or write English?	"I'd rather take him to tutoring"	"I often search on YouTube for him since he already uses a phone. Sometimes I turn off the Wi-Fi to make it offline."	"I search on YouTube for him. There are basic English lessons available on his phone through YouTube."	"Sometimes he looks at pictures. For numbers, I show him pictures of numbers, and for words, I show him pictures of fruits. It's just

					for an introduction so he can learn, starting from the basics like letters and numbers.”
13	How often do you assist your child in learning English?	“Never, at school, there are English lessons, but there is never any homework.”	Sometimes his brother teaches him colors.	“Yes, every day I accompany him.”	“it’s said to be often, but not that often because I work. Like now, I’m working from home.”
14	Do you think the school has helped your child well in learning English?	“Very helpful, if necessary if there is tutoring it would be good”	“At school he is rarely taught English, there is an English subject but it	“That's it, for sure.”	“Well, how should I put it... if it's said to be enough, then it's enough. I leave it to the school.

			is rarely taught.”		Maybe my child is not that smart or capable, so I'll just leave it to the school.”
15	Have you ever talked to the teacher about your child's learning difficulties?	“Rarely, maybe if I get a new call to school.”	“Complaint, the problem is also children”	“Yes, sometimes I talk to Mrs. Wayan.”	“But I still consult with the teacher. Honestly, my child struggles with recognition and understanding. I ask the teacher for help on how to teach my child since I don't know other ways.

					Whatever the method, I want it to work for my child. I still consult, and sometimes even argue with the teacher.”
16	What is your biggest difficulty when assisting your child to learn English?	“It was extremely challenging, and I ended up shouting and getting emotional.”	“He doesn’t speak well; he can only read or write names by memorizing”	Sometimes I talk to Mrs. Wayan. Sometimes he’s too lazy to study, then I tell Mrs. Wayan so he has some fear because he’s scared if he doesn’t do well with me.”	“At first, I couldn’t either. His older sibling is also not around; the other one is already in junior high school. So, I teach him as much as I can whenever I have the

					time. If not, he learns on his own.”
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Appendix 5 Interview Documentation

P1 SDN2KB Interview Documentation



P2 SDN2KB Interview Documentation



P2 SDN1KA Interview Documentation



P1 SDN1KA Interview Documentation



Riwayat Hidup



Komang Rista Liani Dewi lahir di Tejakula pada tanggal 13 Oktober 2002 sebagai anak ketiga dari pasangan Ketut Sukrayasa dan Komang Eryani. Penulis adalah Warga Negara Indonesia asli dan beragama Hindu. Saat ini penulis beralamat di Banjar Dinas Antapura, Desa Tejakula, Kecamatan Tejakula, Kabupaten Buleleng, Provinsi Bali. Adapun riwayat Pendidikan penulis dapat dijabarkan sebagai berikut, Penulis menyelesaikan Pendidikan Sekolah Dasar di SD Negeri 8 Tejakula dan lulus pada tahun 2015. Setelahnya, penulis melanjutkan Pendidikan ke bangku Sekolah Menengah Pertama di SMP Negeri 1 Tejakula dan lulus pada tahun 2018. Kemudian melanjutkan Pendidikan ke bangku Sekolah Menengah Atas di SMA Negeri 1 Tejakula dengan mengambil jurusan Matematika dan Ilmu Pengetahuan Alam dan lulus pada tahun 2021. Setelahnya, penulis melanjutkan Pendidikan ke Perguruan Tinggi Negeri di Universitas Pendidikan Ganesha dengan mengambil program studi S1 Pendidikan Bahasa Inggris. Pada pertengahan tahun 2025 tepatnya di bulan April penulis menyelesaikan tugas akhir program sarjana dengan judul “Knowledge and Assistance of Parents Whose Children are Potentially Dyslexic: Educated and Less-Educated Parents’ Perspectives”.

