

ABSTRACT

Knowledge and Support of Children Who Are Potentially Dyslexic: Y-Generation Parents' Perspectives

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This study was designed using a qualitative research with a case study research design, with the aim of describing the understanding of Y-generation parents about dyslexia and how they support their second-grade children who are potentially dyslexic in the learning process. Data were collected through semi-structured interview and observation with non-participatory observation techniques based on the theory of dyslexia characteristics by Farrell (2006). The subjects of this study were three Y-generation parents whose children were in second grade and potentially dyslexic at public elementary school in Singaraja City, Bali. The researcher selected respondents by conducting preliminary study using interview and observation at school. The results showed that none of Y-generation parents had prior knowledge of dyslexia, but they were aware of the characteristics of dyslexia in their children. On the other hand, even though Y-generation parents did not understand about dyslexia, they still provided support through various strategies, such as teaching by themselves as best they could, using visual media, YouTube, flashcards, and reinforcement through praise or reward. It was also found that emotional stress, lack of self-confidence, and inconsistency in teaching were common challenges for parents. From these results, it can be concluded that increasing parental knowledge and awareness of dyslexia is very necessary for parents to support children's foreign language learning more effectively at home. Therefore, teachers and parents are expected to be able to work together to support children's foreign language learning with learning difficulties such as dyslexia appropriately.

Keyword: Case Study; Dyslexia; Parental Involvement; Teaching English as a Foreign Language; The Knowledge of Y-Generation Parents; Y-Generation Parents

ABSTRAK

Pengetahuan dan Dukungan bagi Anak yang Berpotensi Disleksia: Perspektif Orang Tua Generasi Y

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Pendidikan Bahasa Inggris

Penelitian ini dirancang dengan menggunakan design penelitian kualitatif dengan pendekatan studi kasus, dengan tujuan untuk mendeskripsikan pemahaman orang tua generasi Y tentang disleksia dan bagaimana mereka mendukung anak kelas dua mereka yang berpotensi disleksia dalam proses pembelajaran. Pengumpulan data dilakukan melalui wawancara semi-terstruktur dan observasi dengan teknik observasi non partisipatoris berdasarkan teori karakteristik disleksia oleh Farrell (2006). Subjek penelitian ini adalah tiga orang tua generasi Y yang memiliki anak kelas dua dan berpotensi disleksia di Sekolah Dasar Negeri di Kota Singaraja, Bali. Peneliti memilih responden dengan melakukan studi pendahuluan menggunakan wawancara dan observasi di sekolah. Hasil penelitian menunjukkan bahwa tidak ada satupun orang tua generasi Y yang memiliki pengetahuan sebelumnya tentang disleksia, tetapi mereka menyadari karakteristik disleksia pada anak-anak mereka. Di sisi lain, meskipun orang tua generasi Y tidak memahami tentang disleksia, mereka tetap memberikan dukungan melalui berbagai strategi, seperti mengajar sendiri sebaik mungkin, menggunakan media visual seperti YouTube, flashcards, dan penguatan melalui pujian atau hadiah. Ditemukan pula bahwa stres emosional, kurangnya rasa percaya diri, dan ketidakkonsistenan dalam mengajar merupakan tantangan umum bagi orang tua. Dari hasil tersebut dapat disimpulkan bahwa peningkatan pengetahuan dan kesadaran orang tua terhadap disleksia sangat diperlukan bagi orang tua untuk mendukung pembelajaran bahasa asing anak secara lebih efektif di rumah. Oleh karena itu, guru dan orang tua diharapkan dapat bekerja sama untuk mendukung pembelajaran bahasa asing anak dengan kesulitan belajar seperti disleksia secara tepat.

Kata Kunci: Disleksia; Keterlibatan Orang Tua; Mengajar Bahasa Inggris Sebagai Bahasa Asing; Orang Tua Generasi Y; Pengetahuan Tua Generasi Y; Studi Kasus