

CHAPTER I

INTRODUCTION

1.1 Introduction

Literacy is not a new thing for everyone, especially students and teachers. In this case, language cannot be separated from literacy. In general, individuals are considered to have literacy skills when they successfully master basic language skills, such as reading and writing. In this era, the term literacy has developed and has a broader and more complex meaning. In general, literacy includes an individual's ability to understand and manage information when involved in reading and writing activities. According to Echols and Shadily (2003), the term literacy comes from the word "literacy", which indicates an individual's ability to read and write or can be called literate. Not much different, according to Scribner (1984), literacy is related to the literacy ability of an individual. The other meaning of literacy is that literacy includes the ability to read, understand and appreciate various forms of communication critically, including spoken language, written communication, communication that occurs through print or electronic media (Wardana dan Zamzam, 2014). With that being said, literacy is closely related to an individual's skills in reading, writing, speaking, and processing the information that each individual gets in their daily lives.

Language is a very important aspect in an individual's life to communicate and socialize (Wahjusaputri et al., 2023). One of the international languages

studied in Indonesia is English. English is the most widely used language throughout the world, so learning it has great significance in seeing the world (Ferguson et al., 2011). There are four skills that every individual must have when learning English, such as listening skill, speaking skill, reading skill, and writing skill. According to Handayani (2016), one of the skills that is very important when learning from these four skills is reading skill. As a foreign language, there are some challenges when learning English, such as understanding vocabulary, grammatical structure, and pronunciation that are different from an individual's first language. The impact is students' lack of interest in reading English books (Agustiana et al., 2022). Therefore, Keefe and Copeland (2011) said that the impact of literacy involves teaching in the classroom and providing literacy opportunities to students and teachers who really need support.

Basic reading and writing skills are very important in a child's development to be formed from an early age. According to Ariyanti (2022), based on the reality in the field, it can be seen that not all children are able to master reading and writing skills. Some of them have difficulties in learning, such as difficulty in reading or what is known as dyslexia. Dyslexia has its origins in the Greek language, where *dys* means difficulty and *lex* comes from *lexis* which means language, thus describing difficulties in speaking. Literally, dyslexia are a situation in which a child faces difficulty related to words or writing symbols (Ariyanti, 2022). Language learning in the early grades not only focuses on recognizing letters, but also involves understanding the process of arranging letters and entering the reading stage. At this stage, it would seem that there are

some children facing difficulties in learning to read and write. These difficulties will be seen when they are involved in school activities and can hinder the development of reading, writing, or numeracy skills that should be done by students in the context of formal classroom learning.

According to Yunus (2023), children who experience difficulty in reading due to dyslexia are often treated unfairly, because they are considered different and abnormal, unlike children in general. Apart from academic difficulties, the mental health of dyslexic children will be attacked if they do not immediately get treatment. One related aspect is low self-esteem, as they often feel like they want to get away from their peers and are less confident than their peers. Indirectly, it tends to make them compare their academic performance with peers to assess their skills. Dyslexic children who have a high level of self-confidence will still show a positive and optimistic attitude towards their skills, and do not worry about things that may be difficult for them to do (Yunus, 2023). On the other hand, when dyslexic children have a low level of self-confidence, the development of their skills will not take place effectively and this can make dyslexic children feel inferior in various situations and places. Therefore, dyslexic children can experience ineffectiveness in various areas, including in English lessons.

According to Ariyanti (2022), a significant contribution and influence on children's skills can be obtained through the role of parents, especially in literacy. The role of parents becomes crucial in providing further support and showing persistence. Parental participation also has an important role in encouraging the use of English in the home environment to support children's English

development, even if only for a short time (Anam et al., 2020). Helping children master English lessons is not a simple task. To effectively teach English to children, parents also need to understand what factors influence the process. Not only understanding the factors involved, but also knowing the methods used in the process of teaching English to children is important.

As generations develop, parenting styles vary in the world of learning. According to Daud (2020), Y-Generation was born in a time when technology has developed rapidly and considers that technology is not something rare, but something familiar and used daily, so their mindset is different from previous generations. Thus, Y-Generation has a different style and personality in parenting, especially in teaching and caring for children with dyslexic potential in learning English.

There are several previous studies to support current study. Zahron et al. (2023) found that teachers implemented their own version of specific strategies in the English language teaching process. Their study used a qualitative research design of case study, where research data obtained through interview guidelines and observation guidelines as data collection instruments. Then, the subjects of their study consisted of 3 teachers, 3 parents, a headmaster and an inclusion coordinator. The study conducted by Zahron et al. (2023) has limitations that focus on an inclusive approach to teaching English at the elementary school level. From the results of the study conducted, it was found that teachers implemented their own version of specific strategies in the English language teaching process. It includes the use of flashcard images, songs, and videos to teach vocabulary to

students. Apart from that, the teacher also lowered the level of difficulty of the material in learning English and created a variety of worksheets that were fun for students. The three students with special needs interviewed in this study expressed their satisfaction and tranquility regarding the implementation of the inclusion program in PK MIM. This is in line with the policies implemented.

Other than that, Stevani and Tarigan (2022) found that there is a correlation between learning styles and reading comprehension tests in dyslexic students. The aim of their study was to understand the needs of dyslexic students in terms of their reading knowledge in English. The research design used in their study is qualitative descriptive research and was also part of a survey study. Then, the subjects of the study consisted of 117 dyslexic students aged 13-16 years who came from SLB Karya Murni and Sekolah Ananda Karsa Mandiri in North Sumatra, Indonesia. The results of their study showed that English teachers have a responsibility in the process of diagnosing students' dyslexia, considering that the biological basis of dyslexia can influence their learning to read in English. There is a correlation between learning styles and reading comprehension tests in dyslexic students, which focus more on individual needs that must be supported by the classroom environment as well as the school. Effective teachers are able to identify early on the difficulties of dyslexic students, and their approach to teaching must be clear, focused, and direct.

Also, there is Mirani and Dewi (2012) who found that there are some improvements have been achieved by dyslexic students with the application of innovative teaching methods. The focus of her study was on the impact of dyslexia

on students in learning English as a foreign language, the response of dyslexic students to innovative teaching methods presented by teachers, and the performance of dyslexic students in four language skills. Her study used a collective case study research method, because the reporting of cases was collective and involved more than one individual. Then, the subjects of this study were Class VI and VII students from Bali Children Foundation (Samiarsa Seminyak Foundation) who have been confirmed as individuals with dyslexia by Youth Shine Academy. From her study, it was revealed that some improvements have been achieved by dyslexic students with the application of innovative teaching methods, and these improvements vary depending on the degree of complexity of the problems faced by each student, with different accumulations of time. They perform better in speaking and listening skills than in writing and reading. However, through the right efforts and strategies, they can experience improvements in writing and reading.

Previous studies show similarities and differences with the study conducted by the researcher. The similarity between previous studies with the study conducted was that the subjects were potentially dyslexic children. Then, the difference between previous studies with the study conducted lies in the focus of what was being researched. The study focused on Y-Generation parents' perceptions and how they support their children who are potentially dyslexic in studying English. This is because there was no study has been conducted to describe Y-Generation parents' perceptions and how they support their children who are potentially dyslexic in studying English. The researcher

used parents from Y-Generation as subjects because Y-Generation has different experiences from other generations, most of them tend to have different parenting styles. According to Daud (2020), as parents born in this generation, in teaching and educating children, they must be in accordance with the development of the generation and explore how to teach children, especially children with dyslexia. Also, curiosity is part of the characteristics of Y-Generation and they are very technologically literate, which makes them learn independently using technology. Engaging Y-generation is not only because of their productive age, but because they are open to technology and change, also adaptive abilities in teaching children with special needs. They will use technology as a tool to find ways to support in teaching their children who are potentially dyslexic (Daud, 2020).

Based on the descriptions presented in previous studies, parents' perceptions and how they support their children who are potentially dyslexic in studying English is still an important issue. From that statement, the researcher is inspired to conduct a study entitled Knowledge and Support of Children Who Are Potentially Dyslexic: Y-Generation Parents' Perspectives, by describe parents' understanding of dyslexic and describe the way they support their potentially dyslexic children in studying English. This study is expected to show parents' perceptions of their second-grade elementary school children who are potentially dyslexic from 3 public schools located in Singaraja City and how they support their children in studying English.

The locations for this study at SD Negeri 1 Kaliuntu, SD Negeri 2 Banjar Bali, SD Negeri 1 Kampung Anyar. The researcher chose this school because the researcher had conducted preliminary research at 7 public elementary schools in the city of Singaraja, namely SD Negeri 1 Kaliuntu, SD Negeri 1 Kampung Bugis, SD Negeri 3 Banjar Jawa, SD Negeri 1 Astina, SD Negeri 2 Banjar Bali, SD Negeri 1 Kendran Singaraja, SD Negeri 1 Kampung Anyar. However, from the results of preliminary research, there were only 3 schools that had students with potential dyslexia in grade 2 of elementary school. Besides that, another reason is because Singaraja is an education City and the schools are located in the center of Singaraja city, which has adequate access to technology for teaching. Then, the schools also have English lessons for second grade children and there are students with potential dyslexia.

1.2 Problem Identification

Knowledge and support of children who are potentially dyslexic: Y-generation parents' perspectives presents unique challenges. While literacy skills such as reading and writing are essential in language learning, students with dyslexia often face difficulties mastering these skills. Dyslexia affects a child's ability to process words and symbols, making it harder for them to engage in conventional reading and writing tasks. These challenges are magnified in a foreign language setting like English, where vocabulary, grammar, and pronunciation differ significantly from the student's native language.

Moreover, the mental well-being of potentially dyslexic students is impacted, as difficulties in learning may lower their self-esteem and make them feel different from their peers. Despite these obstacles, the role of parents especially those from the Y-generation is critical. Parents' understanding and involvement in their children's learning process can make a significant difference, especially in supporting literacy and language acquisition. However, there is a lack of research focusing on parents' perceptions and how they address the unique needs of their potentially dyslexic children in studying English as a foreign language. Thus, describe Y-generation parents' perspectives on children who are potentially dyslexic was the aims in this study, focusing on their perceptions of dyslexia and how they support their children's English learning.

1.3 Research Questions

- a. What do Y-generation parents of the second-grade elementary school children who are potentially dyslexic know about dyslexia?
- b. What do Y-generation parents support their second-grade elementary school children who are potentially dyslexic in studying English?

1.4 Purpose of the Study

Based on the research questions, the purposes of the study are:

- a. To describe the knowledge from Y-generation parents of the second-grade elementary school children who are potentially dyslexic about dyslexia.

- b. To describe how Y-generation parents support their second-grade elementary school children who are potentially dyslexic in studying English.

1.5 Scope of the Study

The scope of this study focused on describing the perspectives of Y-generation parents in relation to their second-grade elementary school children who are potentially dyslexic, particularly in the context of learning English as a foreign language. The scope of this research includes how well parents understand dyslexia and how these parents support their children in learning English. The subject of this research was on Y-generation parents whose children are in the second grade at 3 public elementary schools in Singaraja City.

1.6 Significances of the Study

a. Theoretical Significances

It is hoped that this study can make a contribution regarding dyslexia, such as expanding the understanding of dyslexia in the context of foreign language learning. In addition, it can highlight the role of parents, especially from Y-generation, in supporting dyslexic children and provide insight into parents' perceptions of dyslexia. It is also hoped that this study served as a basis for future studies exploring the intersection of dyslexia, language acquisition, and generational parenting styles, providing a broader theoretical framework for parents and researcher to better support dyslexic students in learning English as a foreign language.

b. Practical Significances

This research is expected to provide practical insights for various stakeholders:

1. For Parents:

By understanding the perspectives and approaches of Y-generation parents, it is hoped that this study can provide practical strategies that parents can use to better support their children with potential dyslexia in learning English.

2. For Teachers:

The findings from this study can help teachers understand how parental perspectives and involvement influence student progress, especially dyslexic students. Teachers can use this information to collaborate more effectively with parents and design customized teaching methods that support learning in the classroom and at home.

3. For Schools and Educational Institutions:

It is hoped that this study enable schools to use the results of this research to support students with dyslexia, especially in learning foreign languages such as English.

4. For Researchers

It is hoped that this study can become a reference for further study that explores similar topics. Researchers can use this study to further investigate the impact of parental involvement on the academic and emotional well-being of dyslexic children in various contexts

