

## APPENDIX

### Appendix 1 Research Permit Application



**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 : 830/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	: Natasha Filya Alexandra
NIM	: 2112021130
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: Y-Generation Parent's Perspectives

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





**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: 831/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 :

Nama	: Natasha Filya Alexandra
NIM	: 2112021130
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: Y-Generation Parent's Perspectives

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



## Appendix 2 Letter of Research Approval



### SURAT KETERANGAN

Nomor : 045.2/42/Pendas/2025

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

Menerangkan bahwa:

Nama	: Natasha Filya Alexandra
NIM	: 2112021130
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





**PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SEKOLAH DASAR NEGERI 2 BANJAR BALI**

*Jalan Wibisana, Singaraja Tlp (0362)281116 E-mail: sdn2banjarbali@gmail.com*



Nomor : 045.2/038/TU/2025  
Lampiran : 1 (satu) Gabung  
Perihal : Ijin Penelitian

Dengan Hormat,

Menindaklanjuti surat dari Universitas Pendidikan Ganesha dengan nomor surat 831/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 : Natasha Filya Alexandra  
NIM : 2112021130  
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 Putu Pajarastuti, M.Pd.**  
NIP.19780903 200501 2 012



### Appendix 3 Observation Sheet

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.

### Appendix 4 Dyslexia Early Screening Test

#### 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?
    - 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. 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
-



### 3. 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.

---

### 4. Writing Task

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

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

### 5. 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 5 Interview Result

YGP1 SDN2BB

No.	Questions	Answer
1	What do you think about children who have difficulty learning to read?	Because I couldn't teach my child enough, I gave him to school so my child could focus. If I teach, he'll just joke.
2	What difficulties might children face in the process of learning to write in English?	It's like he doesn't understand letters yet.
3	To what extent can children spell newly learned words? For example, do they often misspell simple words or often reverse the letters in a word?	He can already spell it himself, but he still often asks to make sure whether he spells it right or wrong.
4	How is the child's ability to combine letter sounds to form words? For example, is it difficult to differentiate between the letter sounds /b/ and /p/ or /d/ and /t/?	He can distinguish the sounds of letters.
5	Does the child have difficulty understanding instructions, especially if the instructions are given in several steps? For example, if you give instructions to do something, do they have	He understands but it's a bit slow, so I have to keep telling him. And he also delivered it for a long



	difficulty understanding what you are telling them to do?	time.
6	How is the child's ability to understand pictures? For example, if you teach them to learn English using pictures, do they understand or not?	He understands but his pronunciation is still slow.
7	How are your child's motor skills, such as running, catching a ball, or other sports?	He likes to play football, but he is a bit slow because he is fat. He likes to move, but his condition seems weak.
8	How is the child's ability to remember a list of words? For example, do they often forget words they have just learned?	He can remember words, but he lacks confidence in himself.
9	How do children do tasks such as ordering the days of the week or months of the year? For example, they memorize the order of the days of the week or the order of the months of the year	He still hasn't memorized it, because his catching power is slow.
10	In your opinion, what causes difficulties in learning to read or write in children?	Lazy because he often plays on his cellphone. Lazy to write because his hands are tired. Not yet able to differentiate between capital letters and lower-case letters.
11	Have you ever had difficulty teaching your child? If yes, how do you deal with it?	Yes, it is difficult to teach children. I only teach as best as I can and as far as I know.
12	Have you ever read or looked for information about how to help your child learn to read or write in English?	Yes, sometimes I search on my cellphone for ways to educate children.
13	How can you help your child learn to read or write in English?	By providing pictures using English, for example I provide pictures of numbers.
14	Do you use special tools to teach your child, such as flashcards, applications or games?	Yes, I use flashcards.
15	Do you have your own way of teaching English? How do you usually teach?	As in general, only with the application as a tool, but if it's not in the application, I just teach according to what I know.
16	Do you give your children special encouragement when teaching them, such as	Yes, I give him praise.



	praising them or giving them prizes when they learn something?	
17	How much time do you spend every day to help your child learn English?	As much as I can, I can teach as much as possible.
18	Do you teach more yourself or ask for help from a tutor?	By myself.
19	Have you ever heard about “Dyslexia”? If yes, what do you think it means?	Never.

#### YGP2 SDN1KA

No.	Questions	Answer
1	What do you think about children who have difficulty learning to read?	Pay more attention to students who still can't read, especially for schools so they can provide additional time to teach students who still can't read.
2	What difficulties might children face in the process of learning to write in English?	It's very difficult, but she remembers how to write her name, only reading it is difficult.
3	To what extent can children spell newly learned words? For example, do they often misspell simple words or often reverse the letters in a word?	She often misspells simple words.
4	How is the child's ability to combine letter sounds to form words? For example, is it difficult to differentiate between the letter sounds /b/ and /p/ or /d/ and /t/?	She can distinguish the sounds of letters.
5	Does the child have difficulty understanding instructions, especially if the instructions are given in several steps? For example, if you give instructions to do something, do they have difficulty understanding what you are telling them to do?	Not difficult to understand.
6	How is the child's ability to understand pictures? For example, if you teach them to learn English using pictures, do they understand or not?	Don't really understand.



7	How are your child's motor skills, such as running, catching a ball, or other sports?	She runs really fast and she can dance like she's dancing on TikTok. Her style is extraordinary, but her mentality is not that great.
8	How is the child's ability to remember a list of words? For example, do they often forget words they have just learned?	If the number reaches 10, she remembers it. For words, she can only say A-Z, but cannot write the letters.
9	How do children do tasks such as ordering the days of the week or months of the year? For example, they memorize the order of the days of the week or the order of the months of the year	She can't yet and is still a mess in sorting them.
10	In your opinion, what causes difficulties in learning to read or write in children?	If she writes she's fluent. If she just reads, she can't do it, but if she writes she can.
11	Have you ever had difficulty teaching your child? If yes, how do you deal with it?	Yes, it's very difficult. If the letter "A" is capital and "A" is small, that's the problem for her, sometimes the writing in the book is different, right? If you're used to "A" being small, it's difficult if the "A" is changed to a capital. I just scream, I get emotional quickly if I teach her. I teach like that, and if her father teaches, she doesn't want, usually she wants to if she has homework. It's just that sometimes she's lazy and when she's scolded, she laughs.
12	Have you ever read or looked for information about how to help your child learn to read or write in English?	No, I can't play social media.
13	How can you help your child learn to read or	Never in English.



	write in English?	
14	Do you use special tools to teach your child, such as flashcards, applications or games?	Never.
15	Do you have your own way of teaching English? How do you usually teach?	Never.
16	Do you give your children special encouragement when teaching them, such as praising them or giving them prizes when they learn something?	Never give prizes, just praise.
17	How much time do you spend every day to help your child learn English?	If there's homework, it's only for an hour, I'll teach it straight away and then I'll just look at it and see what it's like, whether it's true or not.
18	Do you teach more yourself or ask for help from a tutor?	By myself.
19	Have you ever heard about "Dyslexia"? If yes, what do you think it means?	Never.

YGP3 SDN1KA

No.	Questions	Answer
1	What do you think about children who have difficulty learning to read?	My opinion is that for those who have difficulty reading. If possible, the school provides tutoring for those who have difficulty reading, for about an extra hour of study.
2	What difficulties might children face in the process of learning to write in English?	Yes, it's hard to teach, he doesn't want me to teach him, he even cries when I teach him.
3	To what extent can children spell newly learned words? For example, do they often misspell simple words or often reverse the letters in a word?	He often reverses the letters.



4	How is the child's ability to combine letter sounds to form words? For example, is it difficult to differentiate between the letter sounds /b/ and /p/ or /d/ and /t/?	He really thinks everything is difficult. He's the most difficult one.
5	Does the child have difficulty understanding instructions, especially if the instructions are given in several steps? For example, if you give instructions to do something, do they have difficulty understanding what you are telling them to do?	Difficult.
6	How is the child's ability to understand pictures? For example, if you teach them to learn English using pictures, do they understand or not?	Sometimes he understands. For example, now he understands, tomorrow he forgets. He quickly forgot.
7	How are your child's motor skills, such as running, catching a ball, or other sports?	Sports are also difficult; his body is big. He can play football and play games while sitting and eating.
8	How is the child's ability to remember a list of words? For example, do they often forget words they have just learned?	Yes, often. Quickly forget.
9	How do children do tasks such as ordering the days of the week or months of the year? For example, they memorize the order of the days of the week or the order of the months of the year	The order of days is memorized for up to a week. However, he hasn't memorized the order of the months yet.
10	In your opinion, what causes difficulties in learning to read or write in children?	Sometimes I don't understand either. He is very different; it is very difficult to teach him. The focus is only on playing. If he is told to study, he resists and if I teach using YouTube, he always deletes it.
11	Have you ever had difficulty teaching your child? If yes, how do you deal with it?	It's really difficult. Because I was afraid of getting emotional, I ignored him and left him alone.



12	Have you ever read or looked for information about how to help your child learn to read or write in English?	Yes, like on Google.
13	How can you help your child learn to read or write in English?	I often use YouTube, but sometimes I teach offline.
14	Do you use special tools to teach your child, such as flashcards, applications or games?	Apps like YouTube.
15	Do you have your own way of teaching English? How do you usually teach?	It's only through YouTube that I teach English and provide screen time. Sometimes I asked his older brother to teach him too.
16	Do you give your children special encouragement when teaching them, such as praising them or giving them prizes when they learn something?	Often, at that time I bought a bicycle. There is some change, but only a little.
17	How much time do you spend every day to help your child learn English?	For about 2 hours.
18	Do you teach more yourself or ask for help from a tutor?	I teach by myself, but sometimes his older brother teaches him.
19	Have you ever heard about "Dyslexia"? If yes, what do you think it means?	Never.



## Appendix 6 Documentation

### 1. YGP1 SDN2BB







## 2. YGP2 SDN1KA









### 3. YGP3 SDN1KA









## Riwayat Hidup



Natasha Filya Alexandra lahir di Jakarta pada tanggal 30 Januari 2003 sebagai anak kedua dari pasangan suami istri Christian Alexander dan Pudjih Setiawati. Penulis adalah Warga Negara Indonesia asli dan beragama Kristen. Penulis tinggal di Cibubur, Jakarta Timur. Adapun riwayat Pendidikan penulis dapat dijabarkan sebagai berikut, Penulis menyelesaikan Pendidikan TK di Perguruan Advent XV Ciracas. Setelahnya, penulis melanjutkan pendidikan Sekolah Dasar di SD Perguruan Advent XV Ciracas dan lulus pada tahun 2015. Setelahnya, penulis melanjutkan pendidikan ke bangku Sekolah Menengah Pertama di SMP Perguruan Advent XV Ciracas dan lulus pada tahun 2018. Kemudian, melanjutkan pendidikan ke bangku Sekolah Menengah Atas di SMA Perguruan.

Advent XV Ciracas dengan mengambil jurusan Ilmu Pengetahuan Sosial dan lulus pada tahun 2021. Setelahnya, melanjutkan Pendidikan ke Perguruan. Tinggi Negeri di Universitas Pendidikan Ganesha dengan mengambil program studi S1 Pendidikan Bahasa Inggris. Pada 29 April 2025, penulis menyelesaikan tugas akhir program sarjana dengan judul “Knowledge and Support of Children Who Are Potentially Dyslexic: Y-Generation Parents’ Perspectives”.

