

APPENDIX 1 Surat Permohonan Izin Observasi





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 87 Singaraja Bali Kode Pos 81116

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Laman: [fbs.undiksha.ac.id](http://fbs.undiksha.ac.id)

Nomor : 414/UN48.7.1/DT/2020

3 Februari 2020

Perihal : **Permohonan Izin Observasi**

Yth. Pimpinan Bali Dyslexia Foundation  
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan (untuk pembuatan proposal, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

|                |                             |
|----------------|-----------------------------|
| Nama           | : Ni Luk. Putu Samartia     |
| NIM            | : 1612021226                |
| Jurusan        | : Bahasa Asing              |
| Program Studi  | : Pendidikan Bahasa Inggris |
| Jenjang        | : S1                        |
| Tahun Akademik | : 2019/2020                 |

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

u.u. Dekan,  
Wakil Dekan I,



Dy. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

APPENDIX 2 Surat Permohonan Izin Penelitian



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**  
FAKULTAS BAHASA DAN SENI  
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Nomor : 1937/UM/6.7.1/DT/2021

2 Juli 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Owner Kali Dyslexia Foundation  
di Lortna, Balekang

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

Nama : Ni Lela Pute Sumartini  
NIM : 1612021226  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2020/2021  
Judul : Permohonan Izin Penelitian

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

W. Dekan,  
Wakil Dekan I.

Dr. Dima Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Unidigda Singaperbangsa
2. Kaprodi Bahasa Asing
3. Sub Bagian Pendidikan FBS

APPENDIX 3 Observation Sheet

Date : Thursday, 29<sup>th</sup> April 2021

Teacher : I Gusti Ayu Ngurah Meliana

| No | Multisensory Approach | Students' Activity   | Teachers' Activity   |
|----|-----------------------|--|--|
| 1  | Visual                | <ul style="list-style-type: none"> <li>- Students respond and spell the alphabet</li> </ul>                                | <ul style="list-style-type: none"> <li>- The teacher displays the alphabets</li> <li>- The teacher asks about the alphabets</li> </ul> |
| 2  | Audio                 | <ul style="list-style-type: none"> <li>- Students pay attention to the video and follow the sound of the letter</li> </ul> | <ul style="list-style-type: none"> <li>- The teacher plays a video about alphabets</li> </ul>  |
| 3  | Tactile               | <ul style="list-style-type: none"> <li>- Students write the word that they learn</li> </ul>                                | <ul style="list-style-type: none"> <li>- The teacher gives a small whiteboard</li> </ul>   |
| 4  | Kinesthetic           | <ul style="list-style-type: none"> <li>- Students follow the body movement of the video</li> </ul>                         | <ul style="list-style-type: none"> <li>- The teacher plays a video of the song.</li> </ul>   |

Date : Friday, 7<sup>th</sup> May 2021

Teacher : I Gusti Ayu Ngurah Meliana

| No | Multisensory Approach | Students' Activity   | Teachers' Activity                          |
|----|-----------------------|--|---|
| 1  | Visual                | - Students pay attention to the teacher                                  | - The teacher displays the alphabets        |
| 2  | Audio                 | - Students pay attention to the video and follow the sound of the letter | - The teacher plays a video about alphabets |
| 3  | Tactile               | - Students write the word that they learn                                | - The teacher gives a small whiteboard      |
| 4  | Kinesthetic           | - Students follow the body movement of the video                         | - The teacher plays a video of the song.    |

Date : Thursday, 13<sup>th</sup> May 2021

Teacher : I Gusti Ayu Ngurah Meliana

| No | Multisensory Approach | Students' Activity  | Teachers' Activity  |
|----|-----------------------|---|---|
| 1  | Visual                | <ul style="list-style-type: none"><li>- Students mention sound of alphabets</li></ul>   | <ul style="list-style-type: none"><li>- The teacher asks sound of the alphabets</li></ul> |
| 2  | Audio                 | <ul style="list-style-type: none"><li>- Students mention the English of the picture</li></ul>   | <ul style="list-style-type: none"><li>- The teacher shows some pictures</li></ul>         |
| 3  | Tactile               | <ul style="list-style-type: none"><li>- Students find words about things, after the students click the picture, the word will appear and students will mention the word</li></ul> | <ul style="list-style-type: none"><li>- The teacher shows picture of things</li></ul>     |

|   |             |  |  |
|---|-------------|--|--|
| 4 | Kinesthetic | - Students follow the body movement of the video | - The teacher plays a video of the song. |
|---|-------------|--|--|



Date : Friday, 14<sup>th</sup> May 2021

Teacher : I Gusti Ayu Ngurah Meliana

| No | Multisensory Approach | Students' Activity  | Teachers' Activity   |
|----|-----------------------|---|--|
| 1  | Visual                | <ul style="list-style-type: none"><li>- Students match the initial word</li><li>- Students pick the word and mention</li></ul>              | <ul style="list-style-type: none"><li>- The teacher shows the picture</li><li>- The teacher shows the picture</li></ul>  |
| 2  | Audio                 | <ul style="list-style-type: none"><li>- Students sing together in the following video</li></ul>   | <ul style="list-style-type: none"><li>- The teacher plays a video about phonic</li></ul>   |
| 3  | Tactile               | <ul style="list-style-type: none"><li>- Students match the picture with the initial word</li><li>- Students draw with initial "t"</li></ul> | <ul style="list-style-type: none"><li>- The teacher shows the picture and asks the students to match</li><li>- The teacher asks the students to draw</li></ul> |
| 4  | Kinesthetic           | <ul style="list-style-type: none"><li>- Students follow the movement that exists in the video</li></ul>                                     | <ul style="list-style-type: none"><li>- The teacher plays video songs to support the material</li></ul>  |



Date : Sunday, 16<sup>th</sup> May 2021

Teacher : I Gusti Ayu Ngurah Meliana

| No | Multisensory Approach | Students' Activity   | Teachers' Activity  |
|----|-----------------------|--|---|
| 1  | Visual                | <ul style="list-style-type: none"><li>- Students respond and spell the alphabet</li></ul>                                | <ul style="list-style-type: none"><li>- The teacher asks about the alphabets</li></ul>      |
| 2  | Audio                 | <ul style="list-style-type: none"><li>- Students pay attention to the video and follow the sound of the letter</li></ul> | <ul style="list-style-type: none"><li>- The teacher plays a video about alphabets</li></ul> |
| 3  | Tactile               | <ul style="list-style-type: none"><li>- Students write the word that they learn</li></ul>                                | <ul style="list-style-type: none"><li>- The teacher gives a small whiteboard</li></ul>      |
| 4  | Kinesthetic           | <ul style="list-style-type: none"><li>- Students follow the body movement of the video</li></ul>                         | <ul style="list-style-type: none"><li>- The teacher plays a video of the song.</li></ul>    |

Date : Thursday, 20<sup>th</sup> May 2021

Teacher : I Gusti Ayu Ngurah Meliana

| No | Multisensory Approach | Students' Activity  | Teachers' Activity   |
|----|-----------------------|---|--|
| 1  | Visual                | <ul style="list-style-type: none"><li>- Students match the initial word</li></ul>   | <ul style="list-style-type: none"><li>- The teacher shows the picture</li></ul>  |
| 2  | Audio                 | <ul style="list-style-type: none"><li>- Students pick the words and mention the word</li></ul>  | <ul style="list-style-type: none"><li>- The teacher shows random words</li></ul>   |
| 3  | Tactile               | <ul style="list-style-type: none"><li>- Students match the picture with the initial word</li><li>- Students draw with initial "t"</li></ul> | <ul style="list-style-type: none"><li>- The teacher shows the picture and asks the students to match</li><li>- The teacher asks the students to draw</li></ul> |
| 4  | Kinesthetic           | <ul style="list-style-type: none"><li>- Students follow the movement that exists in the video</li></ul>                                     | <ul style="list-style-type: none"><li>- The teacher plays video songs to support the material</li></ul>  |

Date : Friday, 28<sup>th</sup> May 2021

Teacher : I Gusti Ayu Ngurah Meliana

| No | Multisensory Approach | Students' Activity  | Teachers' Activity   |
|----|-----------------------|---|--|
| 1  | Visual                | <ul style="list-style-type: none"><li>- Students match the initial word</li></ul>   | <ul style="list-style-type: none"><li>- The teacher shows the picture</li></ul>  |
| 2  | Audio                 | <ul style="list-style-type: none"><li>- Students mention the date of the month</li></ul>  | <ul style="list-style-type: none"><li>- The teacher shows the date of the month</li></ul>  |
| 3  | Tactile               | <ul style="list-style-type: none"><li>- Students match the picture with the initial word</li><li>- Students draw with initial "t"</li></ul> | <ul style="list-style-type: none"><li>- The teacher shows the picture and asks the students to match</li><li>- The teacher asks the students to draw</li></ul> |
| 4  | Kinesthetic           | <ul style="list-style-type: none"><li>- Students follow the movement that exists in the video</li></ul>                                     | <ul style="list-style-type: none"><li>- The teacher plays video songs to support the material</li></ul>  |

## APPENDIX 4 The Results of Interview

1. What is the approach that you use to teach dyslexic students?

Answer :

The approach that we implemented was a multisensory approach such as visual, auditory, kinesthetic and tactile. We also used the student-center method to deliver the learning material. We applied a lot of Total Physical Response while teaching because it is an experimental learning technique for dyslexic students as they can be moving, touching, hearing, and playing at the same time. For special students with dyslexia, take away the barrier of long words formation or complete sentences, which are hard to be understood so this strategy is just like opening up their window to the delivered learning aim.

2. What are dyslexic students' difficulties in learning?

Answer :

It depends on dyslexic students because they are different. So there's maybe about 12, 16 different types of symptoms. Some are more common than others. So it's very important for us at BDF not to apply one set of teaching instructions and approaches for all because we realise that they're all very, very different. Some students may have problems with their visual tracking, so they may jumble up their letters. They may write reverse, for example, some may struggle to comprehend what they're listening to and to articulate that back to us and for them to understand it themselves. So they have problems with that connectivity, if you will. Some students have issues with reading, writing, motor

skills, cognition. So they're all so different. We have to understand each and everyone to apply an intervention and educational intervention. And that is created a learning plan for each child.

3. What are the factors that influence dyslexic students' learning difficulties?

Answer:

It is hereditary. So they're born with this and comes from either their grandparents or their parents. So it's something that develops at very, very young and it's always which I advise to catch and to recognise and to identify symptoms of Dyslexia as early as we possibly can.

4. What are the teacher ways to handle dyslexic students in learning?

Answer:

So because some of the sentences that they have, we understand that they lose focus frequently. Yes, not all of them. Some do. This is why it's important to apply a student centric teaching approaches of methodologies into the classroom. Because if we do that, then we have a better chance of keeping their attention. So we changed the layout of a conventional classroom whereby one child 6 on 1 singular desk. And we're not sure whether that child is learning what's been taught has been learned. So we changed the layout. So we put them into corporate learning group tasks. So they have the opportunity to peer to peer learning. We put smart kids, next to not so smart kids. So they're learning with Dyslexic kids and non Dyslexic kids. So the different abilities. And we know that through research, according to research that's been implemented over the last decade or so,

that that really helps children who are Dyslexic if we apply cooperate learning techniques, which means its student centric, which means to put them in groups, we apply tasks and they help with their peers because there's peer to peer learning that goes on in that group as well.

5. What are your preparation before teaching dyslexic students?

Answer:

So sometimes it depends. In Pedawa, we try to pivot against Covid at the moment against the pandemic. So we're in a situation where BDF has never stopped teaching during school closure. So we've been going to our students parents, gardens. So we're not in a routine environment there. But that aside, what we did before covid for preparation of learning is we apply our curriculum, which is a multisensory curriculum which is digitally delivered to the children and classroom environment. They're in groups, as I've just mentioned. And we start with the song. We get them motivated and warmed up, and then we go into the learning material. So again, using TPR when we're following the songs, whatever they're singing there following the movements as well. So that would take around five minutes before they actually go into the learning cycle.

6. How do you measure dyslexic students' abilities or understanding?

Answer:

Well, they're all different. They're all some exceed in some in some ways, the other don't. So we have at the moment, our classroom varies from different levels and different grades. So there's going to be an ability difference because he's a great that they're in. But they are all very, very different for us. It's about identifying their strengths. The strength may be in music. It may be reading music, creating music, maybe in sport, it may be coding programming technology. So although if you're talking about standardisation and assessment, we don't apply those assessment the school applies that we didn't get involved in that at all. So we're not a government school we don't claim to be, and we don't provide assessments for our children. Dyslexic children don't do very well being put in a standardised system anyway, regardless of what countries that they are in. So

what we focus on is English literacy delivered bilingually and English for employment. That does not exclude Dyslexic children. Bali is very much dependent on the travel and tourism industry. And for our kids who come from the villages. It's important for them to have the challenge and the opportunity to be able to tap into that industry. But they need the language to do that if they want to create a decent income and get out of the fields and the rice paddies and break the cycle of being a farmer's labourer, then they will need the language. So we teach them English only, and we teach them English in a bilingual approach. And that is because we want to give them the opportunity just by every other kid and every other student to be able to work in in hospitality or a different field where they can earn a greater income and what their fathers or their brothers have.

7. What is your way to determine the teaching strategy for dyslexic students?

Answer:

Well, now they all have, Wijaya, Agus and Defrina so and it will be the same for Alisya because they've all just had a sponsor within the last 6 weeks.

Before they have a sponsor, BDF has been funding spinner 100% fund from the founder. Now we got sponsors we are able to create them their own portfolio with worksheets some booklets in there. So, Wijaya already has his, which is great, (like I said) yea and we have now that will be build up overtime so that just being sponsored which mean ahh okay now thank goodness we can put money and time, put details and build their own portfolio. So yes we've been keeping them engaged during the last couple of years without sponsors but now we got sponsors we can go that extra mile so they all have a different track of learning. Alisya would have her own portfolio so will Syntia and they'll will be very very different. Specific to their grade and to their ability. So like, Ms. Melly show me yesterday, they so the portfolio from Wijaya I think. They show me. And then does you use media when teaching dyslexic student? Like you show me the flash card and the letters right. That you use them. It's all multimedia because you know we build sentences with flash cards. We got flash cards, small flash cards, bigger flash cards. We got counters, letter counters, magnet boards, so, and the

digital stuff and the PPT that Melly uses. So it's multi sensory and multimedia as well, we can get it really.

8. What are your obstacles dealing with dyslexic students?

Answer:

To begin with, it's the same for every child that's their self-esteem and their confidence and that is the first step that we have to repair when it's broken. So like, for example Gede he is an exact case story, he is 11 years old and his motor skill and coordination are non-existence of the last, let say, two months ago. His way of holding a pen or a pencil was not very stable and he is attempted to write his name, he couldn't do it. Could not write his name, even follow the formation of each letter. He is self-esteemed and he's confident even though he is slightly autistic as well. He is quite a special case because he is eleven and he can not read and he can not write and now you know one two month on he can now write his name right and we are taking particular interest in Gede because he come to us with the lowest skills of his motor coordination skill is non-existence, his ability to read and write is not there at all. So we are really are starting at kindergarden level with Gede. We've been able to buy some materials for him to build up his cognition, his motor coordination and start at the very very beginning. And the other students you know they have, as we've just talked about, they have different ability so we have different tools for them, one of the students, they have problems with you know writing so lots of worksheet in the folder it's about you know helping them with multi coordination skills and following tracing the letters that we have for them but these letters form the most frequent words in English so we are getting them learning as much as we can but we can't put all the children in the same class because their level of ability is so wide that someone like Gede require 100% teacher time and we cant really be divided so students like Wijaya and Defrina and Agus, they can be in one class because they may require 50% teacher time which allowed the teacher to navigate between one, but with Gede the moment the teacher goes his pen is down, you know we cant just say okay I'll be back in 10 minutes just this what you need to do (you can't leave)

9. What are your obstacles in implementing the teaching strategy?



Answer:

It is always down to self-confident, self-esteem that's always our main obstacle when we have the students that join the programs, dyslexia has how impacts on self-esteem and self-confidence, it's it's can be quite significant and can last through out adulthood coming from childhood and that really because they're told they can't do and maybe they are stupid and the teacher ignores them in the class so they feel like they are not achieving so it's only takes so long before the child start to believe it. Especially, when it's come from an adult. So once they constantly told and feel, so not even directly told but they feel, left out or excluded because the teacher thinks ohh well what's the point, they coming with broke confident and self-esteem and we are just repairing that. We have such a big, you know, challenge to change their attitude to learning and change their association to learning, so the two things that we try to is make it fun and change, so they associate learning to be awarded with acknowledgement; good job, well done, high five, and they feel like they're progressing immediately, but it takes time. There is no quick fix to do that. So with all of our dyslexic students from the villages that we collect them from and work with they all have broken confident and self-esteem. Once we got past that, then we start to see progression. That's the main obstacle and challenge.

#### APPENDIX 5 Picture at School



Picture 1

The teacher and the students played a game



Picture 2

The teacher played the video of Consonant-Vowel-Consonant words





Picture 3

The teacher gave a chance to the students to write some words on the small whiteboard



Picture 4

Students followed the movement on the video



Picture 5  
The teacher played a phonic song



Picture 6  
The teacher showed the Pictures



Picture 7  
Students' Drawing Result



Picture 8  
The Teacher and the Students Singing together and Following Body  
Movement of the Video



Picture 9  
Student's Bad  
Attitude