



Teaching English to Second-Grade Dyslexia-Prone Students: Perspectives of Y-Generation Parents on Foreign Language Learning in Elementary School

Natasha Filya Alexandra^{1*}, Luh Putu Artini¹, I Ketut Trika Adi Ana¹

¹Universitas Pendidikan Ganesha

*natasha@undiksha.ac.id

ABSTRACT

The aim of this research is to describe the knowledge from parents of the second-grade elementary school students who potentially dyslexic and to describe how parents support their second-grade elementary school children who potentially dyslexic in learning English. This research was conducted using qualitative methods in the form of a case study. Data collection was carried out using interview and observation. The findings showed that none of the parents had prior knowledge of dyslexia, although they were aware of their children's difficulties that were attributed to dyslexia. Parents expressed frustration in teaching their children, often yelling or ignoring their children. Two of the Y-Generation parents in the study used YouTube and flashcards to teach, but one parent simply used her knowledge. These results highlight the need for educational programs to increase parents' awareness of dyslexia and improve their teaching strategies. Strengthening collaboration between parents and educators is essential to fostering inclusive learning environments that enhance the literacy skills of children who are potentially dyslexic.

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INTRODUCTION

Literacy is an important aspect of education, playing a fundamental role in shaping an individual's ability to process and manage information. Among various subjects in education, language learning is extremely important, as it allows individuals to communicate, socialize and express ideas effectively (Wahjusaputri et al., 2023). However, learning English as a foreign language presents challenges, especially for students who experience learning difficulties such as dyslexia.

According to Filasofa and Miswati (2021), dyslexia is a neurological condition that affects reading and writing abilities, and can significantly hinder a child's academic progress. Dyslexia is also commonly called reading delay among the public (Gusti et al., 2022). Dyslexia does not mean that students have low intellectual abilities, because students who have normal intelligence or above average intelligence can also suffer from dyslexia (Made et al., 2022). Students' lack of focus when copying writing on the board can make students slow to complete the assigned task (Yuniari, 2023). This is included in the form of writing difficulties that students often experience. Difficulty in recognizing words, processing sounds, and understanding grammar in English often results in a lack of interest and motivation in reading (Agustiana et al., 2022). Dyslexic students are included in inclusive education. According to Padmadewi et al. (2024), inclusive education is a general education system where students are mixed with people with disabilities, but they have special talents like students in general. However, there are various problems faced by inclusive schools during the learning process, one of which is the media used (Gading et al., 2021).

Dyslexia is a big challenge in learning English as a foreign language, so it requires support from teachers and parents. Considering these challenges, it is important to explore effective strategies to support students with dyslexia in English language learning. Although teachers play an important role in this process, parental involvement is also equally important in shaping children's literacy development (Lestari et al., 2022). According to Lestari et al. (2022), parental involvement in dyslexic students can take the form of school collaboration with parents. Parents, especially generation Y who are more technologically savvy and adaptive to modern learning methods, have a different approach in teaching their children (Daud, 2020). If parents want their children not to feel a lack of motivation in learning, parents need to pay attention to the social emotional development of their children who are potentially dyslexic (Budiani and Putrayasa, 2023). In this case of children's education, parents should also be involved so that children get motivation and encouragement from their parents to study (Hemas et al., 2023).

There is a lot of research on dyslexia and related to English like this, but their studies only focus on the correlation between learning styles and reading comprehension of students with dyslexia (Stevani & Tarigan, 2022), and the effectiveness of innovative teaching methods in supporting students with dyslexia (Mirani and Dewi, 2012). Thus, there has been no research that describes parents' knowledge of dyslexia and how Y-generation parents support their children who potentially dyslexic in learning English. This research can fill the gap by describing parents' perceptions, strategies, and challenges to help their potentially dyslexic children learn English.

The aim of this research is to describe the knowledge from parents of the second-grade elementary school students who potentially dyslexic and to describe

how parents support their second-grade elementary school children who potentially dyslexic in learning English. The significance of this research lies in its potential contribution to theory and practice. Theoretically, this adds to the growing discourse about parental involvement in the education of children who experience learning difficulties, especially in foreign language contexts. Also, it can broaden the understanding of how parents' perceptions and actions influence the English language learning process for students with dyslexia. Practically, this research provides insight for parents, educators, schools or educational institutions, and other researchers regarding effective strategies for supporting students with dyslexia in learning English and developing a more effective support system for students with dyslexia. Researchers used Y-Generation parents as subjects, it is because one of the characteristics of Y-Generation is curiosity and they are very tech-savvy, which means they can learn how to educate children independently by utilizing technology. By understanding the approaches of Generation Y parents, educators can design collaborative teaching strategies that integrate parental involvement, thereby improving the overall learning experience of students with dyslexia.

METHOD

This research was conducted using qualitative methods in the form of a case study to find out parents' perspectives regarding dyslexia and how to support their children who potentially dyslexic. Case studies was chosen in this study. According to Creswell and Creswell (2017), a case study is a situation in which researchers explore an event more broadly.

To comply with ethical standards and safety monitoring procedures, researchers selected respondents by conducting preliminary study using observations in selected schools, 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, and SD Negeri 1 Kampung Anyar. The researchers asked the school principal for permission for this research. Then, the researchers interviewed the English teacher at the school and explained to the teacher about dyslexia and its characteristics. After the researchers explained, the researchers asked the teacher which students had the potential to suffer from dyslexia. After the teacher provided the information, the researchers gathered the students and the researchers conducted a screening test on them using Dyslexia Early Screening Test based on Farrell's theory (2006). The result was that there were 4 students who had the potential to suffer from dyslexia and the researchers asked for their parents' data such as their parents' telephone numbers for more in-depth interviews. However, from the results of interviews with parents, there were only 3 parents who were classified as Y-generation. In accordance with the objectives of this study, the sample in the study was selected using the purposive

sampling technique, which means a sampling technique carried out by determining the criteria of the sample so that it meets the research objectives (Fraenkel et al., 2012).

Data collection was carried out using interview and observation. Interview was conducted using semi-structured interview, meanwhile observation was carried out using non-participatory observation techniques. Interview questions were developed based on Farrell's (2006) dyslexia theory. A semi-structured interview format was chosen to allow flexibility in responses, allowing for deeper insight into parents' experiences and perceptions. This method also allowed for follow-up questions based on participants' responses. Interviews were recorded and later transcribed for analysis. Also, interview was conducted with teachers and parents of children who are potentially dyslexic. To ensure confidentiality, pseudonyms were used for all interviewees.

Observation was conducted to determine whether the parent's perspectives and parental support from the interviews were carried out correctly or not. Observations also focused on how students with potential dyslexia engaged with English language learning tasks and how parents interacted with them. The researchers used observation sheets to systematically document key behaviors related to students' learning, including their responses to instructions, engagement with learning materials, and interactions with their parents. The observation sheet was created based on the theory of Farrell (2006). Observations were conducted multiple times, as non-participatory observations may lead to changes in behavior due to the presence of a researchers.

RESULTS AND DISCUSSION

Results

1. The Knowledge of Y-Generation Parents' Whose Children Were Potentially Dyslexic in Second-Grade about Dyslexia

Some parents said that their children had difficulty in recognizing letters and forming words. Also, some of their children were able to write their names but had difficulty reading. Not only that, there were also children who showed an attitude of having no desire to learn at all. Spelling difficulties in children are common, their children often misspell simple words, reverse letters, or require repeated validation to confirm correct spelling. One of their children showed phonological difficulties, difficulty in distinguishing similar letter sounds such as /b/ and /p/ or /d/ and /t/. In addition, there are also auditory and visual processing challenges. This is because their children have difficulty following step instructions. In addition, they can understand learning using pictures, but quickly forget what they have learned.

Difficulty remembering and sequencing also hampered the children's learning progress. Their children could remember numbers and the alphabet but had difficulty remembering newly learned words, as well as having difficulty sequencing

the days of the week or months of the year. Parents also said that every sentence that came out of their children's mouths was irregular when their children were telling stories. Three children told stories in random order or used mixed languages, such as Indonesian and Balinese. In terms of motor coordination, most children enjoyed physical activities such as running, dancing, or playing sports, although some showed slower reflexes or preferred sedentary activities such as playing games on their mobile phones.

Table 1. Summary of Parents' Perspectives on Dyslexia

No	Category	Findings
1.	Reading Difficulties	Children have difficulty recognizing letters, composing words, and are still slow to spell when reading.
2.	Writing and Spelling Challenges	Two children can write their names but have difficulty in reading. And sometimes there are letter reversals and spelling errors.
3.	Phonological Awareness	One child has difficulty distinguishing similar letter sounds such as /b/ and /p/.
4.	Auditory and Visual Processing	Children have difficulty with gradual instructions. They understand pictures but quickly forget new material.
5.	Memory and Sequencing	Forgetting newly learned words. They also cannot order the days of the week or months of the year.
6.	Storytelling and Organization	Three children told stories in random order or used mixed languages, such as Indonesian and Balinese.
7.	Motor Coordination	Children enjoy sports, but they prefer to play on their phones.

2. Y-Generation Parents' Support for Their Second-Grade Children Who Are Potentially Dyslexic in Studying English

Y-Generation parents expressed frustration in teaching their children to learn. Some admitted to yelling or giving up due to emotional stress, while others ignored their children. Because of the above, the teaching strategies of each Y-Generation parent interviewed varied greatly. Two of them searched for teaching resources via mobile phones, but one of them did not know how to search for teaching resources via mobile phones. Teaching using visual aids, such as flashcards and YouTube videos, was mentioned as a strategy by two out of three parents. While 1 of them only taught with their knowledge. A common challenge when teaching is that their children prefer to play with gadgets rather than study.

Table 2. Summary of Parents' Support Their Potentially Dyslexic Children

No	Category	Findings
1.	Parental Teaching Strategies	Parents feel emotional, some shout and ignore when they start to get emotional when teaching. Two Y-Generation parents in this study used their phones to search for teaching resources, but one did not understand how to use a phone and only used her knowledge.
2.	Use of Learning Aids	Two parents used flashcards and YouTube videos. One was not involved in these teaching strategies.

The findings of this study indicate that Y-Generation parents have no awareness of dyslexia. All parents interviewed had no prior knowledge of dyslexia, yet they found difficulties that fall within the criteria of dyslexia such as difficulty in reading, writing, and spelling.

Table 3. Summary of Parents' Awareness of Dyslexic

No	Category	Findings
1.	Parents' Awareness of Dyslexic	All of them had never heard about Dyslexia.

Discussion

These findings highlight a specific gap in parental awareness and support for their potentially dyslexic children when learning English. The lack of knowledge about dyslexia among parents suggests an urgent need for educational initiatives that raise awareness and provide practical teaching strategies. Previous research has emphasized the importance of early intervention in supporting dyslexic learners (Filasofa & Miswati, 2021), but without parental understanding, children may not receive the necessary support at home. The challenges observed in phonemic awareness, reading comprehension, and spelling align with Farrell's (2006) theory of dyslexia and are consistent with Stevani and Tarigan's (2022) findings that dyslexic students require structured and engaging learning approaches that are tailored to their needs. Furthermore, the emotional resistance shown by some children could be attributed to learning frustration.

Parental teaching strategies also indicated important areas for improvement. While some parents attempted to seek out digital resources, others faced barriers in accessing and utilizing effective teaching methods. Two of them sought out teaching resources via mobile phones, but one of them did not know how to find teaching resources via mobile phones and chose to utilize what was available. Studies have shown that digital devices, including educational apps and assistive technologies, can improve literacy development in children with dyslexia (Dwijayanti & Sihombing, 2022), but the lack of digital literacy among parents limits their ability to utilize these resources. In addition, parents also still apply ineffective teaching

approaches, such as shouting or withdrawing from the teaching process. This calls for a parent training program that incorporates positive reinforcement techniques, as recommended by Schmajuk (2008).

Furthermore, many parents hand over the responsibility of their children to the school, so that their children can actively participate in their learning. Schools play an important role in supporting dyslexic students. Therefore, Y-Generation parents in this study expect schools to provide additional tutoring, so that their children are able to follow the learning well like other children in general. This is in line with the findings of Muin et al. (2020), which emphasizes the need for collaboration between schools and parents in supporting children with special learning needs.

From the findings in this study, future research should examine the effectiveness of educational programs between parents and schools in improving the literacy skills of dyslexic children. In addition, focus on helping parents understand dyslexia through socialization. Overcoming these challenges requires a joint effort from parents, educators, and policy makers to create a more inclusive and supportive learning environment for dyslexic students.

CONCLUSIONS

This study reveals the perspectives of Y-Generation parents regarding their second-grade children who are potentially dyslexic in learning English. The findings showed that none of the Y-Generation parents in the study had any prior knowledge of dyslexia, but they did identify some difficulties in their children's literacy development, which suggested dyslexia. Many children showed resistance to learning, which often made their parents feel emotional. The study also highlighted specific gaps in Y-Generation parents' teaching strategies in teaching their children with potential dyslexia, with some parents utilizing teaching resources such as YouTube and flashcards, while others simply used whatever was available. Emotional responses such as yelling, giving up, or ignoring the child were common, indicating the need for structured support for both parents and children.

The findings of this study highlight the urgent need for educational programs that increase parental awareness of dyslexia and provide effective teaching strategies. Previous studies have emphasized the importance of early intervention and structured learning approaches for dyslexic students (Filasofa & Miswati, 2021; Stevani & Tarigan, 2022). However, without proper guidance, parents struggle to effectively support their children's learning. This study also highlights the role of digital devices in facilitating literacy development, although barriers to digital literacy remain a challenge for some parents (Dwijayanti & Sihombing, 2022). Furthermore, parents' reliance on schools for interventions suggests the need for stronger collaboration between educators and families (Muin et al., 2020). However, various types of tools must be available to meet the needs of students in the

classroom in order to improve the quality of education (Padmadewi et al., 2024).

Given these findings, future research should focus on examine the effectiveness of educational programs between parents and schools in improving the literacy skills of dyslexic children. In addition, focus on helping parents understand dyslexia through socialization. Overcoming these challenges requires a joint effort from parents, educators, and policy makers to create a more inclusive and supportive learning environment for dyslexic students.

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