

STORYBOOK LITERACY METHOD INCREASING LANGUAGE DEVELOPMENT IN CHILDREN WITH SPEECH DELAY

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ABSTRACT

Children's speaking ability is very important in their development. Stages in a child's language development sometimes experience delays and can become a nuisance. The most common and easily recognizable language disorder is speech delay, which means the child's level of speech development is not appropriate for his age. One of the actions that can be taken for children who have speech delays is the storybook literacy method. This method can help develop and train children's language skills and through stories children are required to be active in developing language. The purpose of the study was to determine the effectiveness of the storybook literacy method on language development in children with speech delay. This study uses the One Group pre-test and post-test design. Sampling technique using non-probability sampling saturated sampling type. The sample is 10 children with mild speech delay. The research instrument was using the Stimulation of Early Intervention Detection of Growth and Development (SDIDTK) instrument through the KPSP form. The analysis used is the T-Test. The results of the T-Test test obtained a p-value of 0.000, which means that there is an influence of the storybook literacy method on children's language development with speech delay. Storybook literacy method is effective to improve language development in children with speech delay.

Keywords: language development; speech delay; storybook literacy method

INTRODUCTION

Speaking is conveying and communicating all the contents of thoughts and ideas through words. Language is a tool for expressing ideas and asking questions. Language also produces concepts and categories for thinking (Susanto, 2012). Children will begin to recognize language through expressive language, namely crying. Only after that according to development, children begin to learn receptive language. Normal child language development through the stages of crying, cooing, babbling, words, and combinations of words. Children's language development will continue to be experienced by children until they enter school age (Berk, 2013).

Stages in language development are sometimes delayed and can be a nuisance. The most common and easily recognized language disorder is speech delay. The term delay means that the development of language or speaking skills is slower than expected for age and follows the usual pattern of development (Maharani, 2022). Children's speaking ability is very important in their development. When children are able to speak well, they will be able to express their feelings and ideas and emotions between children and their environment. Their speech development will be normal if the child is able to make sounds made with their mouths using proper articulation and can be understood by everyone (Suhono, S., & Sari, Y. A., 2017). But this does not always go well

in children, many children experience speech delay, this encourages the inability of children to speak using good language.

Speech delay means that the child's level of speech development is not in accordance with his age level. Feldman (2019) states that speech delay is a form of language disorder characterized by the failure of children to reach the speech development stage as normal children of their age. Children are said to be late in speaking if the level of speech development is not in accordance with normal age, for example at the age of 5-6 years they cannot speak fluently or only pieces of words. In general, children aged 5-6 years can speak fluently in sentences and the pronunciation of words is clear. Speech delay is a speech delay disorder that shows a tendency condition when a child has difficulty expressing desires or feelings through words, is unable to speak clearly, and has limited vocabulary, making the child different (Hutami, 2018).

Factors that affect a person experiencing speech and language delay are environmental and biological. The home environment is the main environment that is in the spotlight because family members have a big role to provide stimulus and exposure to children's language development (Silvia, 2017). This is the basis that the family environment and individuals in the environment should provide a positive stimulus, so that they can have a positive impact on children's language development. On the other hand, less stimulus tends to make children passive and experience speech delays (Joni, 2015).

Anggraini (2020) stated that there are several actions that can be taken for children who experience speech delays, including: 1) inviting children to have a conversation; 2) establish communication accompanied by a smile and attention; 3) always show affection through speech, make eye contact; 4) understand and understand the child's sign language; 5) exercise muscles or speech apparatus; 6) sing; 7) be a good speaking model for children; 8) give praise when the child pronounces the word correctly; 9) introduce children to a variety of sounds and sounds; and 10) often reads interesting story books to children.

The influence of stories, reading stories and telling stories is so great that it is one of the reasons how a good story needs to be created, developed and disseminated. The story must develop various aspects of the child so that the negative influence of the story can be avoided, and so that the story can provide educational and psychological messages optimally to produce correct and meaningful language. The language produced by children is still limited to verbal expression in the form of speech and not writing. The most effective way to teach language to children is by telling stories, because with stories children will follow the next storyline. This can stimulate the development of the most important component of linguistic intelligence, namely the ability to use language to achieve practical goals. According to Giliwati, Desak Made, et al (2013) through storytelling can help develop and practice the language skills that children have and through stories children are more required to be active in developing their language, especially expressive language assisted by parental direction and guidance. The storytelling method is indeed something that is very interesting, because it is very popular with children. If the method used is supported by the use of language that is simple and easy for children to understand, then children have more potential in developing expressive language (Jasmine, 2011). The purpose of the study was to determine the effectiveness of the storybook literacy method on language development in children with speech delay.

METHOD

This study uses a quantitative approach, the type of pre-experimental research, is a researcher who observes a main group and intervenes throughout the study. This study was conducted in one group only without a comparison group. This study uses the One Group pre-test and post-test design (Arikunto, 2013). The sampling technique in this research is using non-probability sampling type of saturated sampling, which is a sampling technique when all members of the population are used as samples. This is often done if the population is relatively small or the study wants to make generalizations with very small errors (Sugiyono, 2016). The sample in this study were 10 children with mild speech delay. The research instrument was using the Stimulation of Early Intervention Detection of Growth and Development (SDIDTK) instrument through the KPSP form. Phase 1 of the study, conducted a pre-test by observing children's language development using the KPSP form (SDIDTK). Then the storybook literacy method intervention was given by involving parents to read storybooks with picture media to children twice a week for 12 weeks consistently. Phase 2 of the study, conducted a post-test at the end of the 12th week to observe the progress of children's language development after the intervention. The analysis used in this study is the T-Test.

RESULTS AND DISCUSSION

Table 1.

Children's Language Development Before Intervention

Language Development	f	%
In accordance	0	0
Deviation	10	100
Doubtful	0	0

Table 1 shows that before the storybook literacy method was given, most of the children's language development was in the deviation category as many as 10 children (100%).

Table 2.

Children's Language Development After Intervention

Language Development	f	%
In accordance	2	20
Deviation	8	80
Doubtful	0	0

Table 2 shows that after being given the storybook literacy method, most of the children's language development was in the deviation category as many as 8 children (80%), and there was progress in language development in the appropriate category as many as 2 children (20%).

Table 3.

The Effectiveness of the Storybook Literacy Method on Children's Language Development

Storybook Literacy Method Intervention Group	N	Mean	SD	SE	p-Value
Before	10	17.718	1.954	0.245	0.000
After		6.843	1.297	0.229	

Table 3 shows that the average child's language ability before the intervention was 17,718 and after the intervention was an average of 6,843. The results of the T-Test test obtained a p-value of 0.000,

which means that there is an influence of the storybook literacy method on children's language development with speech delay.

Children's language development before intervention

Based on table 1, it shows that before the storybook literacy method was given, most of the children's language development was in the deviation category as many as 10 children (100%). The development of a child's language is shown by the child's ability to speak spontaneously, such as communicating his wishes, the events he experiences, responding to sounds, following orders, expressing his emotions according to the stages of his age. According to Wooles (2018), it is stated that children with speech delays fail to develop speaking skills that are expected to be achieved at their age. Children with speech delay have difficulty in speaking which is not like normal children their age, it can be seen that children are unable to communicate with other people. According to Silvia (2017) the factors that influence a person to experience speech and language delay are the environment (family, school) and biology (heredity).

Research conducted by Muslimat (2020) entitled Factors and Impact of Speech Delay on Child Behavior Case Study Children aged 3-5 years, stated that the factors that cause speech delay in children are internal factors and external factors. The factors that are most often found in the field are the lack of parental roles in children's development, where parents are busy with their respective jobs as well as technological factors that play an important role in speech delays, where this technology makes children passive because they watch more than active in terms of playing. and speaking, then there is a lack of stimulus from parents, minimal parental education and socio-economic parents who are less fortunate in the family so that parents are busy in meeting their needs, the factor of the number of children experiencing speech delays is also important.

Children's language development after intervention

Table 2 shows that after being given the storybook literacy method, most of the children's language development was in the deviation category as many as 8 children (80%), and there was progress in language development in the appropriate category as many as 2 children (20%). Stimulation of language development can be done by parents or caregivers at every opportunity the child is spoken to, for example when bathing, wearing clothes, eating and others. Language development can develop if children have the opportunity to learn and practice.

Research conducted by Nilawati (2018) with the title Speech Delay Disorder and Its Effect on Children's Social Skills states that the potential of a child's speaking ability is also influenced by the maturity of the speech apparatus, speaking readiness, the existence of a good model to follow, opportunities for practice, motivation and guidance. Family is the first place in developing children's language skills, speaking ability is influenced by creative and innovative parenting. Parents must be able to create interactions and communication situations in order to make a positive contribution to children's language skills. Factors causing speech delays can be minimized with effective communication and serious attention to early detection of child growth and development, so that speech delays can be overcome and no less important is the support of a conducive situation and environment that has a great influence on the development of children's language and speech.

Children's language development before intervention

Based on table 3 shows that the average child's language ability before the intervention was 17,718 and after the intervention was an average of 6,843. The results of the T-Test test obtained a p-value of 0.000, which means that there is an influence of the storybook literacy method on children's language development with speech delay. According to Muhammad T, Hayati, Risnita (2016), storytelling activities can help children develop their language because these activities can increase vocabulary and make it easier to remember, channel fantasy imaginations. Storytelling stimulates children to talk, asking about picture messages according to what children see. Effective storytelling can affect the way children think and behave because they like to listen to stories even though they are read over and over again. Research conducted by Aris (2017) entitled Development of Language Skills Through Story Methods By Reading Picture Books to Preschool Children with the results that there is an effect of story method with illustrated storybook media on language development in preschool children in ABA II Made Lamongan, Lamongan Regency. Research by Kurniasari (2020) with the title Handling Early Childhood With Expressive Language Development Disorders at KB Al Azkia Lab Faculty of Tarbiyah and Teacher Training IAIN Purwokerto explains that early literacy is one of the activities for handling speech and language development disorders that will foster children's interest in learning, read a story in a book. Every child has an interest in certain fields, parents can take advantage of these interests to stimulate speaking skills through literacy from an early age by fostering children's interest in reading story books. In an effort to stimulate children's language development with speech delay, it is necessary for parents to understand that children with speech delay problems accompanied by socio-emotional disorders cannot socialize with the surrounding environment (Fitriyani, 2018). This becomes the basis for parents to always motivate and stimulate children with a speed delay to grow normally like their peers.

CONCLUSION

Storybook literacy method is effective to improve language development in children with speech delay.

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