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Teacher's Stimulation on Early Childhood Speech Delay at PAUD Kasya Banda Aceh

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ABSTRACT	ARTICLE INFO
<p>Teacher stimulation is an action in learning by using various ways of teaching. Speech delay is a delay in the level of speech development with the child's age. The purpose of the study is to determine the teacher's stimulation in overcoming speech delay in early childhood. This research uses a qualitative approach, with a case study. Data was collected through observation and interviews. The research subjects were the principal, the therapist teacher, two classroom teachers, and two parents. The results obtained, teacher's stimulation include communication strategies, environmental therapy, talk therapy, and the Kayang method.</p> <p>© 2023 Kantor Jurnal dan Publikasi UPI</p>	<p>Article History: <i>Submitted/Received 27 Apr 2024</i> <i>First Revised 05 Jun 2024</i> <i>Accepted 12 Jul 2024</i> <i>First Available online 01 Aug 2024</i></p> <hr/> <p>Keyword: <i>Early Childhood,</i> <i>Speech Delay,</i> <i>Teacher's stimulation.</i></p>

1. INTRODUCTION

Early age is the most appropriate period in providing encouragement or development efforts so that children can develop optimally. Early childhood education is a very fundamental education because the development of children in the future is largely determined by various meaningful stimulations given from an early age (Afiyah, 2020). Early childhood is a golden age or golden age because, at an early age, there is a very rapid and best development. Speaking is conveying and communicating all the content of thoughts and ideas through words (Nirmalasari and Lubis, 2022). Vygotsky states that Language is a tool for expressing ideas and asking questions, and language also produces concepts and categories for thinking (Dea et al., 2020). Speech delay means that the child's level of speech development is not by his age level. Pieter states that speech delay is a form of language disorder characterised by the failure of children to reach the stage of speech development as normal children of their age (Masitoh, 2019).

The results of the observations found that there were 2 children aged 5 years who experienced speech delay (delay in speaking) at PAUD Kasya Ulee Kareng Banda Aceh. The child's language development is not by the level of development of his age, the child is still not able to express ideas in sentences, is unable to answer questions, has not been able to speak two-way with others, articulation or pronunciation of words is not clear and uses gesture language. This is not in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education, concerning Standards for Child Development Achievement Levels (STPPA) in the scope of language aspects of children aged 5-6 years, namely: repeating complex sentences, answer questions, communicate orally, have a vocabulary, and compose simple sentences. The vocabulary at the end of kindergarten reaches 8,000-14,000 words (Rahim and Fauzia, 2021). PAUD Kasya is an early childhood education institution that has implemented a way of training and educating speech development for children with speech delay. The development of children's speech is greatly influenced by the stimulation provided.

Based on the above background, this study aims to determine the stimulation of teachers in overcoming speech delays in children. This research to determine the stimulation of teachers in overcoming speech delays in children.

1.1. Early Childhood Language Development

Language is the ability to use words to convey opinions or thoughts to others. Hurlock defines speaking as a form of language that uses articulation or words to convey meaning. Language development will affect children's language development at the next level of education which requires reading and writing skills (Dini, 2022). Language development (oral language) is the basis for the development of basic literacy such as speaking-listening, reading-writing, feeling-illustrating, and calculating-calculation. Language is the ability to communicate with other people (Hernawati, 2007). Children's language development is very important to know every parent and educator in schools so that the growth and development of children are achieved optimally (Septiani et al., 2019).

1.2. Speech Delay

Language delay is a condition of delay between speech development and the child's age. Bahren (2013) states that language delay is failure to develop speaking skills in children, which is expected to be achieved at their age (Anisah et al., 2022). Children with speech

delays have difficulty in speaking which is not like normal children of their age, it can be seen that children are unable to communicate with other people. Children are said to be late in speaking if the level of speech development is not by 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 with sentences and the pronunciation of words is clear (Yulianda, 2019).

1.3. Detection of Speech Delay in Early Childhood

Early detection of speech-delayed children is carried out by parents and educators by looking at the development of children according to their age. The sooner the cause of speech disorders in children is known, the faster it is handled and given stimulation to children. According to Purbaningrum and Rofiah (2020), the danger sign of a child's speech development delay is if a child aged 12 years has not babbled, aged 16 months has not produced words, and aged 24 months has not been able to produce 2 words that have meaning, or if there is loss of ability. speech or social at all ages. At the age of 2 years, if the child is not able to speak and say five simple words, it is necessary to check the child with the doctor to see if there are other disorders (Alfin *et al.*, 2020). According to the Ministry of Health of the Republic of Indonesia in 2013, "Lack of stimulation will be able to cause speech and language disorders and even these disorders can persist," (Safitri, 2017).

1.4. Overcoming Speech Delay in Early Childhood

How to overcome speech delays there are varies and many according to the level of decline in the child's speech. Training children to learn to speak can be done by communicating in various ways and playing activities while learning. Mayawati (2016) states that several actions can be taken for children who experience speech delays, including 1) inviting children to talk; 2) establishing communication accompanied by a smile and attention; 3) always showing affection through speech, making eye contact; 4) understand and understand the child's 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 read stories that are interesting to children (Boham, 2013).

2. METHODS

This study uses a qualitative research approach and the type of case study research. Case study research is in-depth qualitative research about individuals, groups, and institutions within a certain time (Assyakurrohim *et al.*, 2023). This research was conducted at PAUD Kasya Ulee Kareng which is located at Jalan Ceurih, Ulee Kareng District, Banda Aceh. This research was conducted in July 2020. The research subjects are respondents in the study as a source of information in collecting data in the field. The research subjects were the principal, the therapist teacher, two teachers, and two parents of special-delayed children. Data collection techniques in this study are through observation and interviews. In the observation technique observation guidelines for two class teachers and speech delay children. The interview used an interview guide about the teacher's strategy for developing the speaking ability of children with speech delay. The data analysis technique is descriptive and qualitative using the Miles and Huberman model (Sugiyono, 2017) including data reduction, data presentation, and verification or conclusion (Knafli *et al.*, 1988).

3. RESULTS AND DISCUSSION

Based on the results of observations and interviews about the teacher's strategy in developing speech delay children's speaking skills at PAUD Kasya Ulee Kareng Banda Aceh, the research findings are described as follows: teacher communication, environmental therapy, speech therapy, and rich strategy. The teacher communicates clearly with a slow and firm intonation. The teacher approached him by speaking a lot at every opportunity and conveying it one by one. Speech-delayed children are not able to express language, which is done by the teacher by speaking simple sentences that are not too long, slowly and firmly so that the child understands the words spoken by the teacher. The teacher expresses and clarifies what the child is saying through sign language. Expressing and clarifying words is done repeatedly until the child understands. The teacher exemplifies the correct vocabulary and the child imitates the pronunciation of the word. Environmental therapy is joining play and learning with friends and teachers. Environmental therapy is also known as social or room therapy. According to [Susanto \(2011\)](#) when playing together, children automatically communicate with their friends while playing together and learning in groups. In the learning environment the teacher also often reads books, tells stories, the teacher sings together ([Rahim and Fauzia, 2021](#)).

Talk therapy is also known as speech therapy and ABA (Applied Behavior Analysis) therapy. The child's initial B does therapy for one hour a day in a special therapy room, which is done by the teacher to stimulate understanding of language, pronunciation of words and speaking. The therapist teaches understanding simple instructions, recognizes objects by grouping, identifying and mentioning, and then practising oral motor skills. The practice of speaking mechanics is through the practice of mouth, tongue, and lip movements ([Dewi and Putri, 2022](#)). Perform activities such as licking, blowing, sucking, and chewing can be done with games. For example, when in the therapist's room, the therapist learns to recognize objects using picture cards, then the therapist asks what picture this is and the child answers with the vocabulary they have. When the child is not able to express vocabulary, the child will be silent and the teacher gives examples of vocabulary with clear and open mouth movements.

Teachers teach and guide children with love. Through the Kayang strategy, Kasya's inclusive PAUD can ensure that all children are served with a standard of love. Principals, educators, and students must be able to reflect an attitude of affection through attitudes and habits in behaviour, communication, dress, body language, and body gestures. The teacher talks to the child gently, not rudely, with attention so that the child is comfortable communicating with others ([Sarnoto, 2022](#)). Communication is accompanied by smiles, hugs, and attention. Always show affection through warmth through speech, and make eye contact because from the eyes of the child, they can feel affection, care, love and understanding. Give praise when the child pronounces the word correctly ([Riza et al., 2022](#)).

4. CONCLUSION

The study highlights the crucial role of early childhood education in fostering optimal development, particularly in language acquisition, which is foundational for later literacy skills. It identifies a significant issue of speech delay in children, noting the prevalence and characteristics of this delay among students at PAUD Kasya Ulee Kareng in Banda Aceh. The research emphasizes the importance of early detection and intervention, with effective strategies including clear teacher communication, environmental therapy, speech therapy, and affectionate teaching approaches. These methods, implemented with patience and love,

aim to enhance children's language skills, thereby aligning their development with national standards and ensuring better educational outcomes.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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