

STRATEGIES FOR HANDLING SPEECH DELAY IN EARLY CHILDHOOD

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Abstrak

Usia anak 0-6 tahun merupakan usia perkembangan dan pertumbuhan yang sangat menentukan kehidupan anak dimasa depan. Usia 0-6 tahun juga biasa disebut usia keemasan atau *the golden age* sekaligus masa atau periode anak yang dimana akan menentukan tahap perkembangan dan pertumbuhan anak selanjutnya. Pada usia ini merupakan usia yang tepat untuk anak menempuh pendidikan karena pada masa ini anak mengalami proses perkembangan dan pertumbuhan yang luar biasa. Anak usia dini adalah masa eksplorasi, masa imitasi, masa peka, masa bermain, dan masa membangkang tahap awal. Tetapi, di sisi lain disaat anak usia dini berada pada masa kritis yang merupakan masa keemasan anak, maka tidak akan bisa diulang kembali pada masa berikutnya jika perkembangan dan potensinya tidak distimulusi secara optimal. Salah satu gangguan yang dialami anak dalam masa perkembangan dan pertumbuhannya dan paling sering terjadi keterlambatan bicara (*speech delay*) (Azizah, 2018). Dalam pengabdian ini, penulis memberikan kegiatan media grafis kepada anak yang mengalami keterlambatan bicara guna menstimulasi perkembangan bahasanya.

Kata Kunci : anak usia dini, *speech delay*, teknologi komunikasi

Abstract

The age of 0-6 years is an age of development and growth that determines the child's future life. The age of 0-6 years is also commonly called the golden age or the golden age as well as the period or period of the child which will determine the next stage of development and growth of the child. At this age is the right age for children to take education because at this time the child experiences an extraordinary process of development and growth. Early childhood is a period of exploration, a period of imitation, a period of sensitization, a period of play, and a period of early stage dissent. However, on the other hand, when early childhood is in a critical period which is the golden age of children, it will not be repeated in the following period if its development and potential are not optimally stimulated. One of the disorders experienced by children during their development and growth is speech delay (Azizah, 2018). In this service, the author provides graphic media activities to children who experience speech delays to stimulate their language development.

Keywords: early childhood, *speech delay*, Communication Technology

INTRODUCTION

The age of 0-6 years is an age of development and growth that determines the child's future life. The age of 0-6 years is also commonly called the *golden age* or *the golden age* as well as the period or period of the child which will determine the next stage of development and growth of the child. At this age is the right age for children to take education because at this time the child experiences an extraordinary process of development and growth. This golden period in child development should be a serious concern for both educators and parents. Childhood actions and education will affect their development until they grow up. A psychologist Howard Gardner said that children in the first 5 years are always characterized by success in learning about many things. So, actions and The stimulation provided by parents and educators in this golden period is very important indeveloping the potential and abilities of children.

Early childhood is a time of exploration, a time of imitation, a time of sensitization, a time of play, and a time of early stage dissent. But, on the other hand, when early childhood is in a critical period which is the golden age of children, it will not be repeated in the following period if its development and potential are not optimally stimulated. The impact of not stimulating children in this golden period is that children will experience delays in the next stage of development. One aspect of development that must be stimulated a lot in children is the aspect of language, because with this aspect of language, children will be able to express their feelings and desires. Bromley, 1992 (Dhieni, 2013: 1.14) reveals that language has four aspects, namely 1). Listening; 2). Speaking; 3). Reading; 4). Writing. The child will be fluent in speaking when the child has been able to master the concept of the fouraspects.

One of the disorders experienced by children during their development and growth is *speech delay* (Azizah, 2018). Among the signs of speech delay in early childhood can be recognized through the accuracy of the words spoken in daily communication. The pronunciation of words that are not clear and the use of sign language causes people who are around them to be unable to understand the wishes of the child even though the childunderstands what is said by others (Saputra & Kuntarto, 2020).

Communication skills and language development in early childhood will generally continue to develop during their growth period. Good development in children will follow thenormal period of speech and communication development in children. Delays in speech and language skills in children will experience long-term problems and affect the child's future academics and work and have difficulty in social participation. (Dinda, 2022).

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Picture 1. Atmosphere at the Place of Service

SERVICE METHOD

The method in this service uses interview techniques to informants and documentation. The analysis focuses on the spoken language of children who experience speech delay and the development that occurs when speech stimulation is carried out using interesting activities, namely by using graphic media and always inviting children to tell stories. The data collection stage is carried out by 1). Conducting interviews; 2). Providing graphic media activities. This graphic media activity stimulus is carried out to a child who has a 3-year-old speech delay initialized V.

RESULTS AND DISCUSSION

Based on the results of the interviews that have been conducted, a discussion can be obtained that the parents of child V have high mobility, both are workers. Although every day there is a grandmother from child V, the difference in language and treatment or stimulation used between grandmothers and parents can also have an initial influence on child V experiencing speech delays. This is in accordance with what was revealed by Overby, et al (2012) who studied family aspects in children who experienced speech delays. Children who experience speech delays often occur in children with parents who have high mobility, parents with health problems and parents with divorce.

According to Rumini and HS (2004), children who are more than three years old, children can already arrange several strings of words so that they become a sentence. However, at this age until the child has entered elementary school, there are still some difficulties in pronouncing consonant letters such as D, G, S, W, Z and two consonant letters such as Dr, Fl, Str and St. Some treatments for speech delays in early childhood include aspects of vocabulary, symbol functions, brtsnys, prepositions, and aspects of articulation. Parents and teachers can also provide stimulation to children by illustrating picture stories,

utilizing play methods and many more.

The author provides graphic media activities for child V. The activities provided were drawing, playing with eggs, playing with sand, playing with blocks and taping. Child V felt happy while doing these activities. Child V has a high curiosity so he responds by signaling. The author understands what child V wants to express and say. The author always repeats and invites child V to tell stories to stimulate his language so that child V can follow what the author says. Question and answer after the activity is very important. This can encourage children to use more vocabulary in speaking. Inviting children to communicate is a stimulation for children to speak fluently and benefit when their parents and teachers actively engage them in conversation, ask them questions, and emphasize interactive language over directive language. By using graphic media, child V has started to be able to respond when recurring after the activity. In addition, child V began to actively issue several words such as "I can", "come here", "play".

CONCLUSION

Strategies for handling *speech delay* in children that can be done include: 1). Inviting children to talk a lot; 2). Doing questions and answers at every opportunity; 3). Directing and encouraging children to speak; 4). Correct the child's vocabulary that is still wrong; 5). Speaking clearly and repeatedly and slowly so that the child can easily understand. By providing stimulation to children's speech, consistency and patience are also needed in directing children to be able to express their opinions and desires using clear language. With two-way communication and interaction like children with parents, or children with the author, it will help the development of children's vocabulary and emotional abilities.

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