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Research Article

Speech Delay in Toddlers: Encouraging Everyday Talking among Children

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A B S T R A C T

Background: Delays or failures in language development that occur in children are caused by several reasons including poor hearing, incomprehensible speech, speech deficits and striking language

Aims: The aim of this research is to explore the phenomenon of speech delays (*Speech Delay*) in toddler age children.

Method: The research method used in this study is a qualitative method. Population of 10 respondents with inclusion criteria: Children who experience speech delays (*Speech Delay*) after screening the child's KTSP Language observation sheet at the age of 24 months to 36 months. Does not include children with special needs such as Down syndrome, autism

Results: With in-depth interviews and the results obtained: children's difficulty in speaking, the emotional condition of children who experience speech delays, parenting patterns for children who experience speech delays and methods of stimulating children who experience speech delays. just the ends of words and limited vocabulary. Difficulty in responding to commands/instructions is illustrated by the situation where children, when given an order, just turn their heads, remain silent, don't understand and don't care. For this reason, there is a need for early detection in children with appropriate speech delay stimulation for children.

INTRODUCTION

Typical children acquire language through regular interactions in their daily lives. At the age of 6 months, children that have normal hearing will have the ability to react to quiet sounds by visually locating their origin [1]. Speech delays in children are a prevalent worldwide issue, since they can significantly impact children's ability to pronounce words correctly in their daily activities. According to Spencer (2023), speech can be negatively impacted by distortion errors and parental carelessness towards their children. Children with mental delays will exhibit deficits in various areas of performance, including gross or fine motor skills, speech or language, cognition, and social tasks in daily living [2].

Speech and language deficits have been observed throughout a broad spectrum. The prevalence of speech delay in preschool-aged children in the United States and Canada is between 8-12%, but in school-aged children it can be as high as 12%. In Canada, the incidence rate of speech delay in 2017 was 8.04%. The Lahore Hospital in Pakistan did research that yielded a result of 46.5% (Mumtaz et al, 2021). The prevalence of speech delay in Spain is estimated to be between 9% and 20% among children aged 24-36 months, and between 50% and 70% among children aged 4-5 years. A study conducted by Mondal, et al (2016) in India discovered a prevalence rate of 29% for speech delay in children between the ages of 13 and 24 months. Out of the total number of children, 9 of them, which accounts for 33.3%, were between the ages of 25 and 36 months [3].

Language encompasses the capacity of children to express thoughts verbally. Speech delays arise from challenges in producing or articulating speech. Speech delays impede the development of an individual's usual skills, causing them to progress

at a slower pace. Parents must actively participate in recognizing speech and language deficits in order to minimize interruptions in children's communication. Disruptions in communication will affect their social development. Over time, it will significantly interfere with the child's scholastic progress and impede their speech and language development. During the initial stage, the infant will begin by emitting loud and incoherent sounds. A multitude of word combinations are generated that result in coherent statements [4].

Language acquisition commences with fundamental comprehension and advances towards more sophisticated linguistic abilities. The process of language development in children begins within the initial six months of life. Language acquisition in early childhood significantly impacts the development of language proficiency at this stage. Parents and caregivers exert a substantial impact. The development of children's speech and language is intricately linked to and promotes social contact. Therefore, it is necessary to conduct screening in order to detect disorders that have an impact on children's development from the early stages to the long term [2].

Individuals with speech difficulties frequently possess a clear understanding of their intended message in different circumstances, yet have challenges in effectively conveying it. Typically, children commonly encounter dysarthria, orofacial problems, myofunctional disorders, speech sound disorders, and stuttering. The problem can manifest at any age and may be attributed to various factors, including autism spectrum disorders, dyslexia, cerebral palsy, hearing impairment, and Parkinson's disease [5].

Additional research indicates that modifying the frequency resonance of speech signals and making subtle adjustments to vocal sounds, such as producing more and smoother sounds, can help children better understand spoken language. Furthermore, employing a motor control model of speech with sensory consequences of sign language can aid in the early identification of speech disorders. This approach also facilitates the production of diverse and expressive sentences. Moreover, addressing pronunciation, stress variations, and individual articulation can be beneficial when working with children experiencing speech delays. The linguistic pattern of the child's initial language acquisition should be given particular attention, focusing on vocabulary and the improvement of language proficiency [6].

A number of studies have indicated that hearing loss has an impact on speech delays in children. In a research involving 209 children with speech delays, it was observed that approximately 1.91% had mild hearing loss, 4,235 had moderate hearing loss, and 7.63% had severe hearing loss [2]. A further investigation revealed that 654 children encountered difficulties in their ability to speak, whereas 55 children (8.45%) encountered a loss of hearing [7]. According to Alamri et al. (2023), extended media exposure in youngsters is linked to adverse effects on their vocabulary and linguistic skills. Children may suffer from speech impairments that affect their ability to comprehend and accurately locate sounds [8].

METHOD

Research Design

The method selected research methodology is qualitative. This study employs a qualitative research methodology. The research was conducted by the Bukittinggi City Kindergarten. The research was carried out between July and August 2023. The instrument employed was utilized to assess the progression and maturation of children residing in Denver. The data collection process involved asking the following question: Can you provide information on the progress of your child's language development at home? Can you provide information about your child's verbal responsiveness? Can you provide a description of the ambiance during your interactions with your child? Please provide me with a comprehensive overview of your child's health status from birth up until the present moment. Please include information about your child's existing patterns of interaction in the home, school, and play settings. What type of verbal stimulation does the family offer the youngster within their household? What methods of encouragement do moms employ to facilitate language development in children at home?

Sample and setting

The selection of participants was based on established criteria (Creswell, 2013). The sample was selected based on the inclusion criteria, namely 1 family of a toddler age child, namely 3 years in 2023 in kindergarten who experiences speech delays, a child who experiences speech delays (*Speech Delay*) after screening the child's KTSP Language observation sheet at the age of 24 months up to 36 months, does not include children with special needs such as Down syndrome, autism. . This research was conducted in West Sumatra but data collection will be carried out in a place that has been mutually agreed upon between the participant and the researcher. parents are willing to sign informed consent

Ethical Consideration

The research had a thorough evaluation and received approval from the Committee of Fort De Kock University, located in Bukittinggi, Indonesia, under the reference number 175/KEPK/IV/2023. The director also granted approval for this study. Explicit consent was solicited from all subjects engaged in this investigation. Participants are acquired through the process of enrolling children in school.

Data collection

The method commences with attentively listening to the participants' oral explanations, then followed by thoroughly reading and revisiting the exact word-for-word transcripts. Researchers examine individual statements and classify them into clusters, which will then contribute to the formation of a theme after the pedql questionnaire is completed. Data gathering is conducted through the use of inquiries.

Data analysis

Semi-structured interviews will be conducted and recorded. The data was examined via a rigorous analysis method, followed by a meticulous transcription process that involved identifying and emphasizing the crucial areas.

Reliability

The research will incorporate the following ethical principles: anonymity, secrecy, nonmaleficence, privacy, dignity, autonomy, beneficence, and justice.

RESULT AND DISCUSSION

Based on data analysis, the following results were obtained

HIM	UNDER THEME	CATEGORY
Child's difficulty in speaking(<i>Speech delay</i>)	Difficulty in communicate	It's hard to say something
		Speech is not clear
		Speak only the last words
		Limited vocabulary
	Difficulty in respond command/instruction	Just turn around
		Be quiet
		Do not understand
		Not care

HIM	UNDER THEME	CATEGORY
	Difficulty in be friends and socialize	Rarely leave the house Enjoy yourself get together with friends Seldom same age
Children's Emotional Condition the Experienced speech delay(<i>speech delay</i>)		Likes to rebel Desires must be fulfilled Sulk
Parenting patterns for children who experience speech delays (Speech delay)		Parents are busy playing on cellphones Parents quarrel Live with grandma Children playing on cellphones Parents work
How parents stimulate their children	How to stimulate children's language	Teaches through attached pictures Teaching via cellphone with YouTube Invited to sing Invite children to talk every day

Theme 1: children's difficulties in speaking, speech delays (*Speach delay*)

Shows how language develops in children who experience speech delays (*Speach Delay*). The following themes are formed from three sub-themes, namely difficulties in communicating, difficulties in following orders/interaction and difficulties in making friends and socializing. Systematically, this theme can be depicted in the following scheme:

Difficulty in Communicating

Where children find it difficult to express something, their speech is not clear, they only speak at the end of words, their vocabulary is limited. Participant expressions related to having difficulty expressing something were expressed by two participants in the following statement:

P1: "it's yoursit's hard to say somethingwhat you want"P4: "it's also difficult for him to speak. Onlyjust a word or twothat he could express

P2: "why inThe house is a bit shabby, my mother's children are checking itI'm arguing like that.Alun p5: jaleh" "While playingno communication occurred at all, ifspeaking unclear"

Difficulty responding to commands/instructions

Difficulty in responding to commands/instructions which are divided into four categories, namely just looking away, staying silent, not understanding and not caring. The category of just looking away can be seen from the expressions conveyed by the following participants through statements“Eh..b, just check it, just turned around for example "nan please take that" (P1). Furthermore, the category of remaining silent was expressed by two participants, namely;

p2: "the question is at homehaniangsethat's how it isI rarely check, I'm just as quiet as..." p5: "When Ferdi asked

for help just keep quiet and don't follow instructions given"

p3: "Sometimes you like it, sometimes you fight it **You don't care** like that

p4: "**there is no response lagi** if told to do so"

Difficulty in Making Friends and Socializing

Rarely leaves the house, enjoys being alone and rarely gathers with friends of the same age. Participant expressions related to rarely leaving the house were expressed by participants in the following statement:

p2: "*If you are outside* **It's rare for me to be at home like that, so it's rare for you to get together with friends.**"

p3: The second category in this sub-theme is enjoying yourself which can be seen from the expression of one participant, namely " "*Sometimes mom invites you to kaluah, right?* **asik surang se** playing downhill like that."

P3: "so you rarely get together with your friends" (P2).

Theme 2: Children's Emotional Condition

who experience speech delays

The theme of the emotional condition of children who experience speech delays (*speech delay*) is organized into three categories, namely like to rebel, desire to have

fulfilled, and sulking. Systematically, this theme can be depicted in the following scheme:

Participant expressions related to likes to rebel were expressed by participants in the following statement:

P3: "*And...rebel* my mother's child."

P1: Next, the category of desires that must be fulfilled is illustrated by the following expression: "*kayak angry, mad like that, anyway* **I have to get what you have.**"

P5: "*When he comes home, he complains to his mother*

if mocked, often sad That's why my mother often forbids him from going out to play."

Theme 3: parenting patterns for children who experience speech delays (Speech delay) The theme of the environmental conditions of children who experience speech delays consists of five categories, namely parents busy playing with cellphones, parents fighting, living with grandmother, children playing with cellphones and parents working. Systematically, this theme can be described in the following scheme: Categories parents are busy playing with cellphones, as can be seen from the expressions of two participants, namely:

p4: "*Only in each room* **main HP, so Zayn also plays with HP. Rarely chat**"

P2: "Ermm...at home I'm busy all over the world, playing on my cell phone like that, when I get home, I'm busy. And...you're so busy."

Next, the category of parents arguing is expressed through statements

P1: "*Miss you mom* **What are you reading?, but it's a noisy, noisy act, but it's macalia from the look on Mrs.'s face. scared, hug me right away**"

P3: "*Sometimes* **I am your mother's sister, you are my grandmother** You're at the batinggaan house."

P4: The next category, namely children playing with cellphones, can be seen from the following participant's expressions through statements "*Only in each room* **main HP, so Zayn also played on HP. Rarely chat**".

Theme 4: how parents stimulate children

The role of parents in children's language development is organized into three categories, namely how to stimulate children's language, seeking information regarding the child's condition and taking the child to health services.

Systematically, this theme can be depicted in the following scheme:

How to stimulate children's language

This sub-theme consists of four categories, namely teaching through pictures, teaching via cellphone with YouTube,

being invited to sing and practicing blowing up balloons. The category teaches through attached pictures that are reflected in the participant's statements

Q1: *"Introducing animals from hp I see, sometimes ado jo Usually the image is attached that's how you teach from there"*

P4: *recognize pictures of animals and plants, some of which are from the pictures that are attached, Zayn taught me."*

P3: *"Come on, Karno, it's cool to play on your cellphone, isn't it? I know you watch YouTube, you know the letters, things like animals."* (P3).

Delays in speaking make it difficult for children to develop social skills, difficult to communicate and build relationships with those around them (Nilawati & Suryana, 2012). Speech delayed children are more silent, tend to be unclear, stiff and stutter due to a lack of vocabulary when speaking, repeating questions when speaking asked, and confused about expressing language verbally (Hutami & Samsidar, 2018). A child's understanding of speech will affect academic abilities as well as emotional and social consequences. Children with hearing loss will experience loss of acoustic signals. Children will have difficulty creating phonemic categories of language, so early detection is important. There needs to be a standard assessment to test children's understanding and use of the language domain." semantics (vocabulary), syntax (word order), grammar (basic words, prefixes and suffices), phonology, sound system and pragmatics (social communication). Sound evaluation can be done by testing stimuli that will show the individual producing sounds with perception, instruction or cues [10].

Difficulty communicating is reflected in difficulty expressing something, unclear speech, speaking only at the ends of words and limited vocabulary. Difficulty in responding to commands/instructions is illustrated by the situation where children, when given an order, just turn their heads, remain silent, don't understand and don't care. Furthermore, the characteristics of difficulties in making friends and socializing can be seen where children with speech delays have very little interaction with peers, preferring to just play at home and rarely leave the house.

Children's language acquisition is a series of receptive abilities, mechanisms, central processing and expressive skills involved in speech and language development. According to research, a 24 year old child producing less than 50 words can be considered performing at a level below the normal language range and is at risk of experiencing communication barriers. Monitoring of language development, hearing acuity, psychomotor development must be tested for the fact that in infancy much progress is made in the use of language. Any problems in receiving or interpreting acoustic signals may have a negative impact on speech and language development. Child language delays appear when the child is linguistically delayed, language is completely disorganized, immature or deviant [7]. Research found themes of increasing the pattern of voice types, risk of experiencing speech delays, consistency [9].

Language development is no longer appropriate to the stage of development and is experiencing delays, children are not yet able to say two words clearly such as "ask for a drink" they only say "nta num" when asked to say "thank you" children say "acih. children's learning *Speech Delay* conveyed that children lack focus in learning and there are children who do not understand what the teacher says in class. in sentence pronunciation. When the subject said the word "don't know", the pronunciation was less clear, namely "ak au". Likewise with the pronunciation of other words, in pronouncing the initial consonant letter, the subject is still unclear. In constructing sentences, the subject was not yet able to compose a complete sentence. For example, when the subject said "will eat", then the researcher asked what vegetables the subject ate, and the subject answered "ak au". In this case, the vocabulary possessed by the subject is also still limited. And teachers also say hello to parents who are not aware that their children are experiencing it speech delay. Various rehabilitation techniques differ significantly depending on the type of speech disorder including

articulation therapy, language intervention therapy, oral motor therapy, voice care and digital games. where the method of implementing digital games can improve children's speaking abilities [5].

CONCLUSION

The topics of interest include children's speech issues, the emotional well-being of children with speech delays, parenting styles of children with speech delays, and strategies for promoting their speech development. The study determined that communication challenges manifest as difficulties in articulation, incoherent speech, final word syllable emphasis, and a restricted lexicon. The challenge of complying with commands/instructions is exemplified by the scenario in which children, upon receiving an order, simply avert their gaze, remain mute, fail to comprehend, and display indifference. Therefore, it is necessary to identify speech delays in children at an early stage and provide them with suitable stimulation.

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