



Emotional conditions and social skills in children with speech delay

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ABSTRACT

This study aimed to determine the emotional factors and social skills that affect a child's speech delay. Speech delay is a problem related to the speech delay of a child compared to the speech stages of his peers. This research used a qualitative descriptive research type through the Single Subject Research (SSR) method. Qualitative descriptive is a method that provides an overview and interprets the meaning of the data collected through giving attention and recording as many aspects of the situation as possible during the research to obtain a general and comprehensive description of the actual conditions. In the aspect of the emotional condition, based on the observations, it was clear that a child with speech delay had difficulty in understanding the instructions. He/she did not really understand the instructions even with short and simple sentences. He did not understand the role of objects and the names of the days of the week. His/her logical ability to reason was deemed not so developed which made it difficult to understand the causal relationship between circumstances, failing to find a solution to solve a problem. He/she also did not understand abstract theories, such as antonyms and anonymous. All of this will ultimately have a negative impact on the child's social skills.

Keywords: *Emotional condition; social skills; child speech delay.*

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui faktor emosional dan keterampilan sosial yang mempengaruhi keterlambatan bicara anak. Keterlambatan bicara merupakan masalah yang berkaitan dengan keterlambatan bicara seorang anak dibandingkan dengan tahapan bicara teman-temannya. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif melalui metode Single Subject Research (SSR). Deskriptif kualitatif adalah metode yang memberikan gambaran dan menginterpretasikan makna dari data yang dikumpulkan dengan memberikan perhatian dan pencatatan sebanyak mungkin aspek situasi selama penelitian untuk memperoleh gambaran umum dan komprehensif tentang kondisi yang sebenarnya. Pada aspek kondisi emosional, berdasarkan hasil pengamatan terlihat jelas bahwa anak dengan keterlambatan bicara mengalami kesulitan dalam memahami instruksi. Anak tersebut tidak begitu mengerti instruksi bahkan dengan kalimat pendek dan sederhana. Dia tidak mengerti peran objek dan nama-nama hari dalam seminggu. Kemampuan logikanya untuk menalar dianggap belum begitu berkembang sehingga sulit baginya untuk memahami hubungan sebab akibat antara keadaan, gagal menemukan solusi untuk memecahkan suatu masalah. Anak tersebut juga tidak memahami teori-teori abstrak, seperti antonim dan anonim. Semua ini pada akhirnya akan berdampak negatif pada keterampilan sosial anak.

Kata Kunci: *Kondisi emosional; keterampilan sosial; keterlambatan bicara anak.*

1. INTRODUCTION

Children at an early age will experience very significant and rapid development. The development during that period is often referred to as the golden period or what is often referred to as the Golden Age. At that time, stimulation or stimulation of all areas of growth has a very crucial role for a child, including the development of emotions and language in children.

Children who are in the golden period, the stages of emotional social development are very urgent because this is a stage to grow the skills, behaviors, and teachings needed to acquire social skills and regulate emotions which are then used as a provision for them to interact with themselves other individuals and their surroundings. In addition, the stage of language growth is also very important because language is the first cause that makes it easy for children to communicate as a way to socialize the environment. Researchers also believe that language growth in children begins when the child is in the womb (Dallas, 2013).

Children who are still at an early age must be given a stimulus that makes *neurons* play an optimal role, which then provides development in areas such as cognitive, language and others. One of the areas that children develop is language. Language has the function of being a communication tool to explain thoughts and emotions to other individuals such as text, facial expressions, gestures and speech. Then Elizabeth (1978) explains that speaking is one of the abilities, namely using words to explain something to other individuals. Talk is also a very efficient communication tool because when you want to be part of a social group of children, almost all of them speak to communicate with other individuals.

Because the growth of language supports the growth of others in the child's figure. So that if a child's language growth is not good, it is mandatory for his parents or teachers to provide a response in order to hasten to resolve the problem, by finding out whether the cause of the child is experiencing problems in his language development (Santrock, 2007).

There are four individual language skills, namely reading skills, writing skills, listening or listening skills, and speaking skills. Four skills must be possessed by humans so that they can communicate with other individuals. Then, the stages of the skill can be obtained gradually with increasing age.

If in early childhood not given a stimulus, properly for its growth and not given support through its environment so that then it has an impact on the child's ability to speak, namely Speech Delay or what is often called the delay in the process of speaking to children (Fitriani et al, 2016).

Several factors make a child late in speaking or communicating. There are mild to severe disturbances. There are those who experience healing at a certain age and some do not show any progress. This is because the child does not get support either from himself, parental support, social activity in the environment, or the stimulus response he gets when playing with children his age. Allen and Marotz (2010) explained that the speaking ability of children aged 6 years old can talk like adults, say a lot such as often ask questions, use language followed by a loud voice, talk to himself, imitate famous words or those he often hears, have fun when telling jokes and understand five to ten updated vocabulary every day, His vocabulary consists of 10,000 to 14,000 words.

Speech delay is a term for disorders in children, namely the delay of a child to speak which causes various kinds of speech errors that he speaks. Not only that, the disturbance is difficulties for children so that they find it difficult to express emotions or desires to other individuals due to their difficulty in communicating that is not the same as their peers (Price and Lorraine, 2006). Speech delay has various categories, namely, Specific Language Impairment is a primary language disorder that is due to its growth, not due to sensory disorders, neurological disorders and cognitive disorders such as children tend to talk using short and simple sentences, by eliminating some language structures, such as the past tense. Speech and Language Expressive Disorder is a child experiencing disorders in language expression. Centrum Auditory Processing Disorder is a speech disorder not due to problems with his hearing organ. Hearing in the child is in good condition, but has difficulty processing the information that is in the brain.

Pure Dysphatic Development is a speech development disorder and expressive language that has a deficiency in the phonetic system. Gifted Visual Learner is the nature of the gifted visual spatial learner in its growth and development, personality, or characteristics of giftedness. And the last Disynchronous Developmental is the growth of gifted children which in essence there are growth deviations from the normal pattern. There is a discontinuity of internal development as well as a discontinuity of external development.

This writing aims to find emotional condition and social skills in speech delay children. The research method used is descriptive qualitative, in order to obtain reviewer data using various data collection methods, namely through observation.

2. METHOD

This study uses a qualitative descriptive type of research through the Single Subject Research (SSR) method. Qualitative descriptive is a method that provides an overview and interprets the meaning of the data collected through giving attention and recording as many aspects of the situation as possible during the research to obtain a general and comprehensive description of the actual conditions (Kriyantono, 2007).

Through the use of the descriptive method, the reviewer analyzes the data collected in the form of words, descriptions, and is not numeric (Moleong, 2010). The data collection may come from field records, as well as other documentation. Research that provides descriptive data collection results such as written and spoken words from those analyzed. The use of this method is based on when selecting sources for this study which focuses on observations in this study.

With the method chosen the researcher adjusted it with the opinion of Notoadmojo (2002) which said that research that examines the phenomenon of health cases in the field must be based on experiments that go directly to the field when researching. It aims to find out how big the effect of a given treatment repeatedly within a certain time.

3. RESULTS AND DISCUSSION

Speech delay is a term in English related to the delay in children's speaking compared to the speaking stages of their peers (Nilawati et al, 2008). When a child is at an early age, his language skills are greatly affected by how he communicates. When he is at home, his family, the environment and at the place of education that parents must pay attention to speaking, doing pronunciation, communicating and when interacting with friends.

Because at that age children find growth in the golden period to do the acceptance and capture of voice language, speech that he hears and pays attention to in order to imitate (Amalia, 2013). The delay in the language of early childhood when talking is usually found by boys. This can affect his ability to speak and can affect receptive and expressive language disorders. Receptive language disorders can be termed as difficulty in accepting, where young children find it difficult to understand what is conveyed by other individuals even though they can actually make themselves slightly understand what messages are explained by that individual. The expressive language disorder can be termed through the difficulty of expression, which early childhood can understand what is explained by other individuals.

3.1. Types of Speech Delay

This type of speech delay is not only due to the cause of the child's growth, it can also be due to sensory disorders, neurological disorders, intelligence, personality and internal growth misalignment and the child's external growth misalignment. There are various types of speech delays. The types of delays in speaking in early childhood based on the opinion of Dhieni et al (2013) include: (1) Specific Language Impairment is a language disorder is a primary disorder that is due to its own growth disorder, not due to sensory disorders, neurological disorders and cognitive disorders, such as sensibilities. Children to speak in short and simple sentences, by eliminating some of the functions of language structure. (2) Speech and Language Expressive Disorder is a child who has a disorder in language expression. (3) Centrum Auditory Processing Disorder is a speech disorder that is not caused by problems in

his hearing organ. His hearing was in a normal state, but found difficulties in the information stage in his brain. (4) Pure Dysphatic Development is a speech development disorder and expressive language that has a deficiency in the phonetic system. (5) Gifted Visual Spatial Learner is the characteristic of the gifted visual spatial learner in its growth, personality, or giftedness characteristics. (6) Disynchronous Developmental is the growth of the figure of a gifted child, basically there is a growth deviation from the general pattern.

3.2. Factors of Speech Delay Disorder

Speech delay disorders have many causes related to children, for example, parenting patterns in their families, and persistence to provide stimulation. So to find the presence of the disorder that can be done is through various approaches and media and analysis. The speech delay disorder causes consequences for children in the development of social skills and when creating social relationships with other individuals (Kay, 2006).

There are various factors that cause children to experience speech delay disorders, namely internal and external factors. Internal factors include: (1) Perception, the ability to provide differences in incoming information. Perception develops in 4 domains: development, including the growth of nerve cells and all systems; stimulation, including suggestions from the environment including the entire sensory realm, habits, which are the results of the schemes that are often created. Habits, habituation, make babies get renewable stimuli which are then stored and then spent at the stage of language learning. Gradually the child then understands renewable stimulation starting from touching, feeling, smelling then seeing and hearing. In infancy, early auditory perception abilities are formed at the age of 6 or 12 months, can predict vocabulary measurement and difficulty formation at the age of 23 months. The ear as an auditory sensory organ has an important role for language development. Various studies have found that hearing loss due to otitis media in children then causes language growth disorders (Hawari, 2012).

According to Azizah (2007), the nerve cells belonging to a newborn baby are still not structured and not yet detailed. As children grow, they begin to construct auditory maps of phonemes, mapping what is created when phonemes are heard. The influence of spoken language is directly related to the total words that children listen to during the first period of growth until the end of preschool age. (2) Cognition, children at that age are very active in making arrangements so that children in general groups or theories are relatively large. Children learn to represent, and discuss ideas and innovations. In line with these concepts, cognition has the task of getting language and cognitive information is the principle of understanding words. This ability is the basic cognitive ability to get children's language. (3) Prematurity, Children of this age are very active in setting their impressions on a relatively large general group or theory. Children try to represent, symbolize ideas and innovations. In line with these concepts, cognition is in charge of language acquisition and cognitive information is the basis of word understanding. This ability is the basic cognitive ability for children's language acquisition.

Then external factors also have an influence on speech delay disorders including, (1) Family history, children in the family who have a history of delay or language disorders have a risk of experiencing language delays as well. The intended family history includes family members who experience speech delays, have language disorders, speech disorders or

learning problems. (2) Parenting, children who receive for example the use of inappropriate language from their families, who do not have good communication partners and who lack opportunities to interact then have low language skills. (3) Verbal environment, verbal environment influences stages children's language learning, Children in professional families then learn three times more words in one week than children raised in families with relatively little verbal ability. (4) Education, other research reports that mothers with low levels of education are the cause of the risk of language delays to their children. (5) The number of children, Chouhury and several other reviewers stated that the total number of children in the family had an influence on children's language growth, related to the intensity of communication between parents and children. Other studies report that mothers with low levels of education are at risk of language delays to their children.

Not external and internal factors, there are also factors that cause speech delay through receptive or expressive language disorders. Issues that prove that early childhood figures have receptive language disorders can be found, such as (1) Young children do not appear to be listening to their interlocutor when they are spoken to. (2) Early childhood is less responsive when told story books by other individuals. (3) Early childhood cannot understand verbal instructions optimally.

As for expressive language disorders, according to clinical issues, issues such as: (1) Completely reluctant to speak. (2) Limited vocabulary. (3) Creating errors in vocabulary. (4) Having difficulty remembering words or creating long sentences. (5) Having difficulty achieving academic and social communication, but the deepening of the child's language is still intact. (6) Cannot start a conversation. (7) Find it difficult to retell a story or an event.

3.3. Children's Emotional Condition Speech Delay

Then in the aspect of the emotional condition of the speech delay child, based on the observations made by the researcher, it was clear that he had difficulty understanding the instructions. He did not really understand the instructions even though they were explained in short and simple sentences. A child must be given a concrete description or example several times until he recognizes the words he hears. Then the insight into speech delay children is so minimal. He did not understand the role of objects and the names of the days of the week. His logical ability to reason was deemed not so developed which made it difficult to understand the causal relationship of the meaning of the situation, so that he failed to find a solution to solve a problem, he also did not understand abstract theories, such as antonyms and synonyms. When completing math tasks, the child's ability is also minimal. When doing calculations on concrete objects, but unable to complete calculations. Not only his grasp the child also has problems with memory. His memory is also relatively short, namely a maximum of empathy at a time, making it need more to repeat the material.

Then also the child tends to be less cooperative throughout the checking stage. He finds it difficult to focus and very easy to lose concentration. Unable to sit still. When he is often given instructions he will get angry and shout and will kick anything around him. Due to his unstable emotions, children with speech delay cannot be invited to work with the case, which makes it difficult to be invited to interact, especially when we put pressure on him.

3.4. *Speech Delay Children's Social Skills*

According to the observations of the reviewers, that most children have expressive language disorders in which they still have very little vocabulary. Those who should be at that age already have a very large vocabulary, and the use of spoken words or sentences does not have a clear meaning, where the ability to speak to produce words and sentences is still under growth that is not in his age, and feel the urge to tell stories repeat an incident. As for the receptive language disorder, it is only difficult to answer the problem, which usually some children may still lack the courage to express an answer to the problem.

The impact of this matter on children's social skills will cause interference because the type of speech delay is included in Speech and Language Expressive disorder which finds disturbances in language expression. Which will then have an impact, including (1) the growth of expressive language is less when compared to nonverbal intellectual capacity and the growth of receptive language. Clinically, it was found to have minimal vocabulary, errors when pronouncing sentences, difficulty in choosing words to speak, or difficulty in making complete and long sentences, which were in line with age development. (2) Expressive language disorders cause academic, work, or social communication disorders. (3) Does not meet the criteria for mixed receptive-expressive language or autistic spectrum disorders. (4) If followed by mental retardation, speech deficit due to impaired oral-motor role or environmental deprivation, the degree of language difficulty exceeds what is generally found in that situation.

Among the causes of speech delay are lack of stimulation, an environment that uses two languages, and premature birth. These factors are contained in the factors that are explained in the causes of Speech Delay include; (1) The presence of oral disorders. (2) Hearing problems (3) Lack of stimulation (4) Autism (5) Premature birth (6) Social environment. The degree of language difficulty exceeds what is generally found in that situation.

4. CONCLUSION

Speech delay is a natural English term related to the delay in children's speaking compared to the speaking stages of their peers. When a child is at an early age, his language skills are greatly affected by how he communicates. When he is at home, his family, the environment and at the place of education that parents must pay attention to speaking, doing pronunciation, communicating and when interacting with friends.

The types of delays in speaking in early childhood include: (1) Specific Language Impairment is a language disorder is a primary disorder caused by impaired growth itself, not due to sensory disorders, neurological disorders and cognitive disorders, such as a child's tendency to speak in short sentences and simple, through the elimination of some of the functions of the language order. (2) Speech and Language Expressive Disorder is a child who has a disorder in language expression. (3) Centrum Audiotory Processing Disorder is a speech disorder that is not caused by problems in his hearing organ. His hearing was in a normal state, but found difficulties in the information stage in his brain. (4) Pure Dysphatic Development is a speech development disorder and expressive language that has a deficiency in the phonetic system. (5) Gifted Visual Spatial Learner is the spatial characteristic of a child's talent in his growth and development or personality. (6) Disynchronous Developmental is the growth of the figure of a gifted child, basically there is a growth deviation from the

general pattern. There is discontinuity of internal growth as well as discontinuity of external growth.

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