

Handling Children with Speech Delay: Can Therapy Using the Storytelling Method Treat it?

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Abstract

Children's delays in speaking are influenced by two factors; genetics and environment. Environmental factors can be overcome with learning therapy using the storytelling method. The habit of telling stories provides strong stimulation to stimulate children to participate in conversations consistently. The research process was carried out by looking at the learning process of early childhood using the storytelling method. What the teacher does is fully supported by the school principal and education staff to jointly develop the habit of telling stories for children with special needs who are delayed in speaking. The research results show an increase in vocabulary and sentences in the last few months. Greetings, greetings and responsiveness have begun to appear, although the development is not consistent. Counting twice a week, speech-delayed children show interest and come up with new vocabulary which is an emphasized storytelling activity. Sometimes there is no vocabulary development in a whole week.

Keywords: Children, Storytelling, Therapy



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INTRODUCTION

Speech delay is a condition where the development of a person's speaking ability does not match the development expected at a certain age (Vasan dkk., 2019). Speech delays in children can occur when they do not reach the expected speaking abilities for their age. This can include difficulty pronouncing words clearly, understanding and following instructions, understanding the meaning of words, or developing appropriate vocabulary. Factors that cause speech delays can vary (Cheung & Ng, 2021), ranging from language development problems, hearing problems, genetic factors, and developmental disorders such as autism or mental retardation, to a lack of verbal stimulation and interaction in the child's environment (V. Carson dkk., 2019). The process of diagnosing and treating speech delays involves an evaluation by a health professional such as a pediatrician or speech therapist, who can then design an intervention program that suits the child's needs (Fikri, 2023).

The storytelling method is an approach to learning that uses stories as a tool to teach concepts, values or skills to students. In this method, stories are used as a means to arouse interest, increase understanding, and stimulate students' imagination and creativity. Stories can be in the form of oral narratives, story books, fairy tales, or visual media such as animated films (Ghorbani & Ghousi, 2020). The main aim of the storytelling method is to make learning more interesting, relevant and easy to understand for students (Ramakrishnan dkk., 2021). This method is often used in the context of children's education, but can also be applied in learning for various age groups and educational levels (Aliya Dwi Rohali & Sri Mulyeni, 2023).

Every child is born with unique conditions, some are born perfect and some are born with limitations both physically and mentally (Gopalan & Brady, 2020). Children who are born perfect generally have good communication and development skills. However, for those who are born with disorders such as speech delays, visual impairments, children with learning difficulties, hearing impairments, and others, their communication abilities and development are hampered (Pang dkk., 2022). Therefore, the communication interactions that exist between individuals who experience these disorders, especially children with speech delays, and their interlocutors tend to be less than optimal.

Factors that can cause speech delays or disorders in children can come from abnormalities that occur in the child's brain from an early age or illnesses suffered after birth. One way to overcome a child's speech delay is to read books or picture stories so that the child can point and name familiar objects. It is also important to use simple language when talking to the child and correct the child's wrong speech (Amendolagine dkk., 2019). Let us not follow the wrong words of children. Try to always give praise when the child speaks correctly and always respond to what the child says. Pay attention to children and invite them to talk, even though sometimes they don't pay attention or ignore our conversation. Children should be taught to express their feelings, but not forced to speak quickly or correctly (Liang dkk., 2019). Forcing this can affect their emotional and social development. Children will feel pressured and uncomfortable.

Children who experience speech delays must continue to be stimulated to continue practicing their communication (S. A. Carson & Kallen, 2021). In communication activities, children are required to complete four main tasks that are interconnected with each other. These tasks are as follows (Siddiqui dkk., 2019): a) comprehension, namely the ability to understand the meaning of another person's words; b) development of the number of words; c) arranging words into sentences (He dkk., 2020); d) speech, it can be understood that the child's language will gradually develop according to the stimulation provided by parents or teachers.

Literature Review

Speech delays will include literature on various factors that can influence speech development in children, such as genetics, environment, cognitive development, and social factors (Chanias dkk., 2019). This review may also include a review of the various intervention

methods and strategies used to help children with speech delays, including speech therapy, special education approaches, and family support strategies (Kye dkk., 2021). This literature review may also explore the long-term impact of speech delays on children's social, emotional, and academic development.

Literature analysis of theories of language and communication development, as well as intervention methods that have been proven effective in helping children with speech delays (Carnevale & Hatak, 2020). The review involved case studies or field experiments that tested the effectiveness of using stories as an intervention for children with speech delays. the most effective types of stories, the optimal frequency and duration of storytelling sessions, and strategies for using stories that can increase children's participation and responses (Blanco & Ramirez, 2019). In addition, the literature review could also include an evaluation of the long-term impact of the intervention on children's overall language development.

The storytelling method is a study that explores the use of stories as a tool to overcome the problem of speech delays in children (Pan dkk., 2020). This method involves the use of stories, both existing and self-created, to stimulate children's language skills through the introduction of new words, sentence structures and new concepts in a fun and interesting context.

By telling stories, children can express their desires and can also express themselves according to what they are feeling (Fidan & Tuncel, 2019). However, if a child finds it difficult to express his wishes, it is likely that the child will find it more difficult to express and convey his opinion, which will arise in the child, namely that the child will tend to be quiet and indifferent to his surroundings. If this continues to be allowed as an adult, the child

RESEARCH METHOD

The number of informants in this research was 5 people (Pires dkk., 2022). The data collection process is through direct observation and observational studies. We have made observations on the conditions and conditions of the school environment, the environment and family conditions of children with speech delay, and we have gathered as much information as possible about children with speech delay to collect field data (Carrillo-Reid & Yuste, 2020). We also apply documents, photos, archives or other evidence that supports research to confirm the results of the analysis.

One commonly used method is an observational study, where a child's language development is observed over time (Pasquadibisceglie dkk., 2020). This approach allows us to see the child's overall language development pattern, including the factors that influence it, such as family environment, social interactions, and genetic factors (Chen & Bonanno, 2020). Therefore, observational studies provide valuable information about the development of speech delay as well as its prediction and treatment.

The direct observation method is very useful in this research (Hadjipanayis dkk., 2019). By directly observing children's speech behavior in various situations and contexts, we can gain a deep understanding of how children communicate, interact with other people, and the difficulties they encounter when speaking (Bietti dkk., 2019). Through this direct observation, we can detect speech delays that may not be detected by other methods.

RESULTS AND DISCUSSION

The language development of children who experience speech delays refers to the process of language development being slow or delayed compared to children their age. Various factors cause speech delays, ranging from disturbances caused by small things to big things, including developmental problems, hearing loss, or a less stimulating environment (Ben

Youssef dkk., 2019). This can affect the child's ability to communicate and interact with other people (Istiqlal, 2021). Therefore, in this case, we must provide appropriate action and support that must be given from an early age is very important to help children overcome language delays and achieve maximum language development (Muslimat dkk., 2020).

The results of research conducted at PAUD Al-Musthofa used the storytelling method (Ben Youssef dkk., 2019). The efforts made by teachers for children who experience speech delays in developing their language skills make children stimulated to speak and become more enthusiastic about learning (Pujiastuti dkk., 2020). Handling children with speech delays uses the storytelling method, a strategy used to help children who have speech disorders (Facer, 2019). This storytelling method uses interesting and fun stories to help children develop speech skills.

Initially the child will be stimulated to listen, listen and be stimulated to express what he hears (Scherer dkk., 2019). Children really like this method. This storytelling activity can use props such as hand puppets or small dolls, use digital images to show pictures of plants or animals in the story, use YouTube, and the teacher asks one of the students to tell a short story (Boje dkk., 2020). By telling stories, children get the opportunity to express their opinions, children are free to ask questions and communicate verbally. In this way, children become accustomed to socializing and interacting with their surroundings.

The research conducted at Al-Musthofa PAUD was carried out for one month using the method of telling stories to children who were late in speaking. On the first day, before doing the storytelling activity, we conducted an interview with the parents about the child, after that, we gave an introduction to the child through a storybook and made an agreement with the child that during the break before playing, we would read the story book in class (Pasqualotto dkk., 2023). Then on the second day, the teacher began to use the method of telling stories to the child in class using picture storybooks. On the second day, the children only saw the teacher paying attention and still lacked focus. After the storytelling method was carried out, it was continued on the third day (Naul & Liu, 2020). On the third day, the child began to make sounds, although it was not yet clear. When she started talking, the teacher played additional games by introducing letters and making letters using bottle caps to form the letters of the alphabet for her name, with the aim of Anam habitually reading her name (Richter dkk., 2020). On the fourth day, the children started to get excited and kept asking the teacher to tell stories. On the day the four teachers told stories with doll hands, the child became enthusiastic and asked " What ma'am?" The teacher was enthusiastic child Already started to ask and talk. On the day fifth, the child took a book story himself about what he wanted and asked the teacher to tell it to use a doll hand. The last child requested to use the doll hand For himself and tried tell return with simple use of the language Alone. On the day sixth, we interview with child, how? his feelings moment Study with tell a story use doll hand. Interviews were also conducted with parents to discuss the results obtained after applying the method.

Effort handling carried out by teachers at PAUD Al- Musthofa it turns out to get positive results on the development ability of children to talk and communicate. With the method tell a story, a child is stimulated to practice abilities and skills in the language. By telling a story children become own Skills in listening, hearing, reading and writing. Improvements in Speaking Ability: Through detailed observations, research can reveal concrete changes in children's speaking abilities. This includes improvements in the pronunciation of words, the formation of more complex sentences, and the ability to convey thoughts and ideas more fluently. This observation data can be analyzed quantitatively to measure the level of improvement achieved after implementing the storytelling method.

Engagement and Participation: Observations also allow researchers to track children's level of engagement and participation in storytelling sessions. This includes the level of activity in interacting with the story, such as asking questions, providing feedback, and developing new ideas. This data can provide insight into the extent to which children are engaged in the learning process and how they react to storytelling methods. **Development of Listening Skills and Language Comprehension:** Observational studies can describe changes in listening skills and language comprehension in children with speech delays after engaging in storytelling activities. This can be reflected in their ability to follow the storyline, identify words, and understand the overall meaning of the story. These data are important for assessing the impact of storytelling methods on important aspects of children's language development (Oktary dkk., 2023). **Challenges and Obstacles:** Observations can also identify challenges and obstacles that may be faced in implementing storytelling methods for children with speech delays (Rahmah dkk., 2023). These include difficulties in maintaining children's attention during story-telling sessions, dealing with distractions or discomfort that may arise, and adapting story material to children's individual needs and interests.

In the discussion of the article, researchers will likely summarize their findings, highlight the practical implications of the research results for practitioners in the fields of child education and therapy, and propose further research directions to develop and improve the use of storytelling methods in treating speech delays in children.

CONCLUSION

Delayed speech in children has a long-term impact on their development. Several factors such as social environment, developmental disorders, and hearing disabilities can contribute to this delay. Parents and teachers need to understand the signs of speech delays so that appropriate action can be taken as soon as possible. Delays in speaking in children can be seen from (1) imperfect pronunciation of words, causing them to receive information that is not by the purpose given. (2) The tendency of children to only respond non-verbally to the stimuli given compared to other children.

The storytelling method has been proven to be effective in helping children who experience speech delays. Through stories, children can learn new vocabulary, sentence patterns, and abstract concepts in a way that is fun and interesting for them. Apart from that, stories can also stimulate children's imagination, creativity and interest in language. Using stories as a method for treating speech delays can significantly improve children's communication skills. Children learn to dialogue, narrate, stimulate children's curiosity, want to ask questions to the teacher and are inspired to imitate them.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

Author 6: Other contribution; Resources; Visuali-zation; Writing - original draft.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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