

# The Analysis of Speech Delay In Children With ERLD Symptoms

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## Abstract

This study aims to determine the analysis of speech delay in children with ERLD symptoms. The analysis of speech barriers of children with ERLD symptoms is the main focus of this study. For this study, 1 participant has participated. Data collection techniques using 2 ways. Participants were observed through observation and interviews. The results of the observation data showed that during the learning activities the participants showed delayed responses when digesting and answering some instructions. In the results of personal interviews, participants also showed a delayed response to speaking when answering some slightly complex questions. In addition, participants also find it difficult to respond and communicate in a normal way. Even body language is also often used as a way to answer, because participants experience delays in speaking and find it difficult to understand and express what is digested in minds.

**Keywords:** ELD; ERLD; Language Disorder; RLD; Speech Delay.

## Abstrak

Penelitian ini bertujuan untuk mengetahui analisis keterlambatan berbicara pada anak penderita gejala ERLD. Analisis hambatan berbicara dari anak bergejala ERLD menjadi focus utama penelitian ini. Untuk penelitian ini, 1 partisipan telah berpartisipasi. Teknik pengumpulan data menggunakan 2 cara. Partisipan diamati melalui observasi dan interview. Hasil data observasi menunjukkan bahwa selama kegiatan pembelajaran partisipan menunjukkan respon-respon keterlambatan ketika mencerna dan menjawab beberapa instruksi. Dalam hasil wawancara pribadi partisipan juga menunjukkan respon keterlambatan berbicara ketika menjawab beberapa pertanyaan yang sedikit kompleks. Selain itu, partisipan juga sulit dalam merespon dan berkomunikasi dengan cara yang normal. Bahkan bahasa tubuh juga kerap kali digunakan sebagai cara untuk menjawab, karena partisipan mengalami keterlambatan berbicara dan sulit dalam memahami dan mengungkapkan apa yang dicerna didalam pikirannya.

**Kata Kunci:** ELD; ERLD; Language Disorder; RLD; Speech Delay.

## INTRODUCTION

Humans are required to interact with other humans. This of depended to speaking skills. Speaking is a skill that every human being must possess, and each has a unique experience with it. Speaking is a verbal communication skill that allows someone to more easily grasp what they are trying to communicate (Kurniasari & Sunarti, 2019).

However, the process of speaking were complicated. Humans speak through various processes that occur in them. Humans are in the process of language production from the age of 2-3 years. Many children have problems processing and expressing language because of language disorders. Children with language disorders raise particular concerns not only for their parents, but also for professionals who are involved in designing and delivering the most appropriate therapies (Knudsen et al., 2022). Early motor development disruption may have major impacts that contribute to language development disruption (LeBarton & Landa, 2019). The occurrence of factors that restrict or prohibit listeners from misinterpreting the message they receive is one of the communication

disorders (Dewi & Saifullah, 2019, p. 251). One of the most common developmental issues in children is speech delay.

Speech delay can occur at the age of children due to several factors that influence it. Physical and environmental factors can be the cause of speech delay in children. According to Syamsuardi (2015), Mistakes made by parents and family environment in training the child's speech will create a problem in the child's next speech development.

Speech and language impairments in children have the ability to negatively impact every area of a child's daily life and have long-term consequences (Langbecker et al., 2020). Physical and environmental variables have an impact on children's speech development (Syamsuardi, 2015). These influences can be felt even in the early stages of a child's education. The youngster is expected to learn his or her first words throughout the first year. In the second and third years, vocabulary grows rapidly, as does the usage of various syntactic constructs and grammatical forms (Uysal et al., 2019).

The percentage of a speech correctly understood is used to measure speech intelligence (Trinite & Astolfi, 2021). One of the most obvious signs of defective child development in the first years of life is the delayed appearance of speech (Peter, 2015). None of them reflect the whole range of factors that can influence speech perception, such as the children's age and grade, which covers a larger variety of primary education and language development (Trinite & Astolfi, 2021, p. 2). The child will develop bashful behaviors or substandard response forms as a result of the problems faced during the communication process (Peter, 2015).

As a one of speech impediment, speech delay caused by family history, male gender, a history of preterm, and low birth weight are the most often documented risk factors for speech impairments. Low parental education, a history of childhood disease, a late birth sequence, older parents, low socioeconomic position, and the existence of a big family are likely to be less associated risk factors (Özdaş et al., 2019).

Speech comprehension is acceptable for the child's age. To augment their limited verbal speech, these youngsters may employ gestures. While a late bloomer will develop normal speech eventually, a kid with an expressive language problem will not. It can be difficult, if not impossible, to tell the difference between a late bloomer and a kid with an expressive language impairment at a young age. However, the two may be closely related to each other.

This research aims to analyze the existence of speech delay in children with ERLD symptoms. Children with a receptive language problem may struggle to comprehend what others are saying. When a child has a developmental expressive language impairment, they frequently have trouble expressing themselves. A children with a mixed receptive expressive language problem has trouble understanding and producing speech. In addition to experiencing delays in responding and difficulty in expressing an expression, children with ERLD may also experience speech-related delays. Mixed receptive-expressive language disorder is characterized by developmental delays and problems in understanding and producing speech. A children with a language impairment is unable to comprehend and/or utilize words in context, both verbally and nonverbally (Hojjati & Khalilkhaneh, 2014). This study was intended to analyze the possibility of speech delay in children with ERLD symptoms. How it happened and what affected it.

## **METHODS**

In this study a qualitative method was used. The data obtained came from research conducted through observation and interview. Total of 1 participant who are active showed symptoms of ERLD was observed and interviewed directly. 1 participant was observed and interviewed directly through participant activities in class. The observation and interview were conducted for 2 days. In the process of observation, it takes two days 2 days through participant behavior during class activities. Data were analyzed through qualitative techniques by providing interviews related to research requires.

A participant observation was used to gather specific information about the topic. The results of the observation were collected through direct interview to find out detail information. Meanwhile, the direct interview was used to find out information in the form of participants' responses that related to the topic. The data is arranged in a table form based on the responses shown by the participants to the questions given by the researcher.

## FINDINGS AND DISCUSSION

### Findings.

**Table 1. Personal Interview**

No.	Questions	Score			
		1	2	3	4
1.	Researchers ask question "Lagi apa?"		√		√
2.	Researchers ask question "Udah makan?"			√	
3.	Researchers ask question "Ini berapa?" (see whiteboard)			√	
4.	Communication with girls.				√
5.	Communication with boys.		√		√
6.	Communication with teacher.			√	

### Information:

4: Fast

3: Medium

2: Slow

1: Not Responding

**Table 2.**

No	Questions	Student Response
1.	Researcher ask Question "Lagi apa?"	It took a very long time to respond and had to be repeated many times until the question could be caught by this child, after being able to respond but unable to answer in words but only with an incomprehensible "a eu a eu" answer.
2.	Researcher ask Question "Udah makan?"	When asked like this, because there are often questions like this in class, subject can answer more quickly by nodding or shaking their head.

3	<b>Researcher ask Question “Ini berapa?”</b>	When answering this question, participants can answer but with sign language again. The researcher showed the number 2 on the whiteboard, subject answered by raising 2 fingers.
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### Discussion

Based on the observations obtained that the child is not able to answer all the questions given directly. ERLD children need time to respond to questions about what they love. Regarding the response given when learning by asking for numbers or letters the child can respond even though it takes time (medium), how often the child responds depends on his friends in class, with girls (fast to respond), with boys (slow), when his friends respond, the subject will also respond by shouting.

From the results of this study, it can be said that the participants have not been able to fully answer well. On average, participants were only able to respond to questions about the lessons given with “special” treatment, in practical lessons such as prayer, participants also dared to come forward and in class were brave even with unreachable language. In addition to being brave, participants also know letters and numbers with the help of the teacher, participants can also count with the help and are accompanied by the teacher. In terms of communicating with friends, participants tend to communicate more easily with female friends than boys, this is because girls seek to be gentler. In addition to communicating with friends, the participants can also communicate with the teacher, if a friend interferes or wants to tell something, the participant will explain and pat the teacher and appoint the intended person. Children's development during the pre-lingual phase, also known as pre-verbal, is typically conveyed primarily in the form of sobbing and uttering sounds in an erratic manner that appears to have no significance (Syamsuardi, 2015, p. 68). From the results of research through this observation, and interview participants can respond to several questions.

### CONCLUSION AND SUGGESTION

Counseling and talk therapy as a means to help children suspected of having ERLD are very effective methods. They will also feel interested in digging further if they find interest in the new language they hear.

In this study, researchers examine more deeply how ERLD children can communicate. The purpose of this study was to determine the analysis of ERLD children and their effect on speech delay. In addition, it can add insight or knowledge for researchers about how to deal with ERLD children so that they can be used as learning in everyday life.

Participants in this study can be seen that after 2 years of schooling with the special treatment they can respond to simple questions by nodding their heads, they can also respond to learning even if only by shouting. In addition, more and more developments are occurring starting from remembering numbers and letters and being able to count with the help of the teacher's fingers. Finally, from the statement above, the researcher concludes that ERLD children with a speech delay can be treated regularly so that they can slowly improve over time.

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