

The Analysis of Characteristics of Children with Expressive Language Disorder

Ira Febrianti¹, Vena Rijkia Eka Marsela², Lusiana Suciati Dewi³

English Education Department, Faculty of Teacher Training and Education, Subang University
Irafebrianti89@gmail.com¹, vennarijkia@gmail.com², lusianasuciatidewi11@gmail.com³

Abstrak

Language disorder in children occurs when they struggle to communicate, to speak or learn a language. There are two different types of language disorders, expressive language disorder, and receptive language disorder. Expressive and receptive language disorders have similar symptoms such as having difficulties communicating or understanding a language or what is said to them. Most of children have both expressive and receptive languagr disorders sat the same time. Children with expressive language disorder have difficulties to express or describe something. Children with expressive language disorder usually mumble and they struggle to combine some words or sentence or even to say it. When other children can pronounce certain words, but children with expressive language disorder can't. The researchers used a video-based observation. The aim is to find out or discover the characteristics of children under 5 years old with expressive language disorder. This study took 3 children from 3 videos as a sample. 1 of them has mixed expressive and rexeptive language disorder, and 2 of them have expressive language disorder. The child with mixed expressive and receptive language disorder has problems understanding what is said to them such as simple questions or instructions. 2 out of 3 children with expressive language disorder have problems speaking, they mumble, and they don't seem to pay attention when they are being spoken to.

Keywords: *characteristics, children with expressive language disorder, expressive language disorder, language disorder, receptive language disorder*

Abstract

Gangguan bahasa pada anak terjadi ketika mereka kesulitan berkomunikasi, berbicara atau belajar bahasa. Ada dua jenis gangguan bahasa, gangguan bahasa ekspresif, dan gangguan bahasa reseptif. Gangguan bahasa ekspresif dan reseptif memiliki gejala yang sama seperti mengalami kesulitan berkomunikasi atau memahami bahasa atau apa yang dikatakan kepada mereka. Sebagian besar anak memiliki gangguan bahasa ekspresif dan reseptif pada saat yang bersamaan. Anak dengan gangguan bahasa ekspresif mengalami kesulitan untuk mengungkapkan atau mendeskripsikan sesuatu. Anak-anak dengan gangguan bahasa ekspresif biasanya bergumam dan mereka berjuang untuk menggabungkan beberapa kata atau kalimat atau bahkan untuk mengatakannya. Ketika anak-anak lain bisa mengucapkan kata-kata tertentu, tetapi anak-anak dengan gangguan bahasa ekspresif tidak bisa. Peneliti menggunakan observasi berbasis video. Tujuannya untuk mengetahui atau menemukan ciri-ciri anak di bawah 5 tahun dengan gangguan bahasa ekspresif. Penelitian ini mengambil 3 anak dari 3 video sebagai sampel. 1 di antaranya memiliki gangguan bahasa ekspresif dan reseptif campuran, dan 2 di antaranya memiliki gangguan bahasa ekspresif. Anak dengan gangguan bahasa ekspresif dan reseptif campuran memiliki masalah dalam memahami apa yang dikatakan kepada mereka seperti pertanyaan atau instruksi sederhana. 2 dari 3 anak dengan gangguan bahasa ekspresif memiliki masalah berbicara, mereka bergumam, dan mereka tampaknya tidak memperhatikan saat diajak bicara.

Kata Kunci: *karakteristik, anak dengan gangguan bahasa ekspresif, gangguan bahasa ekspresif, gangguan bahasa, gangguan bahasa reseptif*

INTRODUCTION

The incapacity or limitations in employing linguistic symbols to communicate both orally and in writing are known as language disorders. Language is a form of communication between humans that is regarded as the most perfect instrument since it is capable of conveying both concrete and abstract thoughts and feelings. The systematic and common use of written sounds, signs, or symbols for communication or self-expression is referred to as language.

One aspect of language that must be mastered is speaking, because speaking skills support other skills. However, in children less than five years of age, there are some language disorders that usually occur. According to Mash and Wolfe (2014), language development in children has the potential for interference or delays, depending on the developmental tasks of each age. In general, a child is considered to have a language delay if his language development is not in accordance with the developmental stages of children his age. A child with language delays usually has language development below their chronological age. The ability of children who experience delays is obtained in a normal sequence, only at a slower rate than usual (Heward, 2012). do not speak or do not understand the meaning of the language conveyed by the parents. Language delays can be related to the delay in receptive and expressive language.

Receptive language disorder is defined as the difficulty a child experiences when messages or information from others cannot be understood. While expressive language disorder is difficulty using words to communicate desires and ideas, The son appears to want to communicate, but has excruciating difficulty finding the right words.

Expressive language problems become apparent at about 18 months of age when the child is unable to say words spontaneously or imitate words and uses body movements to express desires. When the child is finally able to speak, language deficits become apparent and articulation errors occur. At the age of 4-5 years, preschoolers have reached the stage of being able to combine four or more spoken words into one long sentence and already have the ability to speak fluently and clearly, while children who have expressive language development problems will experience obstacles. When their peers are able to pronounce certain words, children with expressive language disorders still mumble similar words. For example, a child who can say a few words but at a certain age disappears. There are also those who just say something randomly in an incomprehensible language. Usually, children learn to develop language to produce the first words between the ages of 10 and 12 months, and use 2-3 word phrases in the second year of life. Meanwhile, for children aged 5 years, children's language development has reached 90% of grammatical in general. (Southeast & Pontianak, 2019).

The symptoms that appear and can be observed whether an early child has an expressive language disorder, namely: The child does not want to speak at all. The child's vocabulary is limited; the child often makes mistakes in vocabulary; the child has difficulty remembering words or forming long sentences; children have difficulty in achieving academic achievement and social communication, but children's understanding of language is relatively intact; children are unable to start a conversation; children find it difficult when asked to retell a story or an event (Hasiana, 2020). In addition, expressive language disorders in children can also cause problems such as difficulties in early literacy, school achievement, behavior, and relationships with friends and family. Children with delays may also be at risk of being ridiculed by others. Seeing the magnitude of the impact caused by language disorders on the lives of children who experience expressive language delays, it is very important to optimize the process of language development. Khoriyah, 2016 states, children at the age of 4-6 years who experience speech delays with disorders in expressive language can be handled by training children to speak correctly, slowly and repeatedly.

When speaking, always pay attention to the grammar spoken and always involve the child speaking. In every situation, by correcting the child's pronunciation, which is still wrong.

Considering the problems above, we feel the need to write further about the characteristics of children with expressive language disorders. In addition, we hope that this research can be a reference material for further researchers to better understand the characteristics of children with expressive language disorders, which is then expected to improve communication skills in children with expressive language disorders or become reference material for developing this research further.

METHODS

This research was conducted using a descriptive qualitative research design. The researchers use a video-based observation method. The data is taken then analyzed to get accurate results about the characteristics of expressive language disorder that describes the phenomenon or situation that occurs in children. The data sources for this research are children who have expressive language disorders videos on YouTube.

FINDINGS AND DISCUSSION

Findings

Before discussing the characteristics of expressive language disorders, of course, it is necessary to know how children learn to speak and language. By knowing how the child's speech develops, the problems that arise at this time will be easier to understand. This can be started first by knowing the difference between language development and speech development. When viewed from the relationship between the two, speech development is part of a child's language development. Children's language development includes all of the child's ability to communicate in any way; spoken, written, gestured, or even facial expressions. While speech development is a child's ability to make sounds, sounds and articulations in conveying messages. The process of acquiring language skills is initiated when the child is born and develops through experience in the environment with the help of parents, caregivers, and other people around them.

Good children's speech skills are when the pronunciation of the words is correct and they can name an object or action with the correct name. For example, a child can clearly name a car, not 'mbim' and indeed name a car after a car instead of referring to a car while the object that is meant is a cat. Children learn to talk starting from the easiest to the most difficult. Initially, children will learn about words like "drinking". Then to the more difficult things, for example, drinking milk, and finally to the most difficult ones, which are complete sentences like, I drink milk. The ability to speak itself is part of expressive language skills. But of course, this expressive ability is related to and affected by receptive language skills.

Because if there is a problem with receptive language skills, it will very likely affect the expressive ability of children. Children who have problems with expressive language will also have difficulty with verbal language, and when compared to other children, children who have problems with developing expressive language tend to have less vocabulary. There are many characteristics of problems in children's expressive language disorders. Based on observations that have been made

by researchers from three videos. Researchers found various characteristics of children with expressive language disorder. The following is an analysis of the characteristics of the three videos that are displayed on YouTube:

1. Video 1 (<https://youtu.be/01P-A1idWss>)



From the observations that have been made in the first video, there is a boy named Nick who was diagnosed with an expressive language disorder, sitting opposite a therapist who holds a guitar while singing a Cookies song with the intention of inviting Nick to talk. In every line of the song that is sung, there is the word "cookies", where the therapist thrusts cookies that are actually in one of his arms and makes them an object to attract Nick's attention. From the beginning of the video until the middle of the video, Nick is still trying to follow or continue every word that the therapist deliberately stops. But at the end of the video, Nick started not responding. The reason why the nick doesn't respond is that the principal object has already given it to the nick. Nick begins to lose interest. He tends to busy himself with what he is doing. Nick has limited words, has difficulty with omissions, and uses short words. An example of a word that Nick said is "yoke," which we usually call a cookie.

2. Video 2 (<https://youtu.be/wRQEOEP8OUY>)



In the second video, there is a boy who has the characteristics of an expressive language disorder, namely speaking but not meaning, which is often referred to as planetary language. While the boy was playing in the car, a therapist tried to follow the activity the boy was doing. In playing activities, children in the video are often seen saying words that sound like muttering or, less precisely, a word or language. The phrase "bu big" should be "too big." In addition, he also said "bbu bbu bbu," which should be pronounced "brum brum brum" when driving a toy car.

3. Video 3 (<https://youtu.be/m8XrCud78pQ>)



In the third video, there is a boy named Jordan who suffers from receptive and expressive language disorders. Lora therapists try to introduce the words "up", which means "up", and "in," which means "inside". Jordan's response to pain is slow to accept, which is included in the characteristics of a child with receptive language disorder, and slow in responding to what Laura says, which is included in the characteristics of expressive language disorder. In the middle of the activity, Jordan showed the characteristics of other expressive language disorders, namely, pointing at something he wanted but did not say a word; he spoke the language but could not understand the meaning he wanted to convey. In addition, Jordan seems to often not respond to calls.

The description of children with expressive language disorders in research subjects shown in videos one to three illustrates that every child has the same characteristics at an early age. Some of the characteristics that appear in children with expressive language disorders are: first, children tend to speak without meaning or in what can be called an alien language, such as "bbu bbu bbu". Second, speaking without meaning occurs because of an omission error, namely the omission of phonemes or the presence of consonant letters that are not produced or are not pronounced, such as "monkey" being pronounced as "maki". Third, vocabulary that lacks examples, such as saying the word "car" but this child with expressive language disorder only says "car". Fourth, the inability to follow instructions. For example, children with expressive language disorders tend to ignore what is instructed. Finally, speaking using body language, for example, is like a child pointing at something without saying clear words.

Discussion

Based on research on analytical studies on children with language disorders, it can be concluded that every child who suffers from expressive language disorders has difficulty using words to communicate their desires and ideas. When children under the age of 18 months are unable to spontaneously utter words, copy words, or utilize body language to convey their desires, they are clearly exhibiting expressive language issues. Preschoolers who have difficulty with expressive language development will face challenges at this age, when they have already mastered the capacity to talk clearly and fluently and can combine four or more spoken words into a single long sentence. Children with expressive language difficulties have a number of traits, including a

propensity for meaningless speech or what would be considered an alien tongue. Children with expressive language difficulties have a number of traits, including a propensity for meaningless speech or what would be considered an alien tongue. The lack of phonemes or the presence of consonant letters that are not produced or produced incorrectly is the source of this nonsensical speech, speaking, using body language when communicating, having a limited vocabulary, and being unable to follow directions.

CONCLUSION AND SUGGESTION

Based on research on analytical studies on children with language disorders, it can be concluded that every child who suffers from expressive language disorders has difficulty using words to communicate their desires and ideas. Expressive language problems become clearly visible in children aged 18 months when children cannot say words spontaneously or imitate words or use body movements to express their wishes. At the age of 4-5 years, preschoolers have reached the stage of being able to combine four or more spoken words into one long sentence and already have the ability to speak fluently and clearly, while children who have expressive language development problems will experience obstacles. There are several characteristics that appear in children with expressive language disorders; namely, first, children tend to speak without meaning or in what can be called an alien language. This meaningless speech occurs because of an omission error, namely the omission of phonemes or the presence of consonant letters that are not produced or not produced. speaking, poor vocabulary, inability to follow instructions, and speaking using body language.

There are many ways to improve the expressive language skills of children. Children can be invited to do two-way communication by imitating voices, reading story books, doing role-playing activities, singing, or asking children to imitate word for word. Giving speech stimulus to children consistently can train children to pronounce vocabulary correctly. Continuous practice is a form of reinforcement, and repetition makes it easier for children to learn what they don't get. The key to all interventions is to build the child's motivation to speak.

REFERENCES

- Anggraini, W. (2017). Keterlambatan Bicara (SPEECH DELAY) Pada Anak (Studi Kasus Anak Usia 5 tahun). *universitas Negri Semarang*.
- Khoriyah, A. A. (2016). Model Pengembangan Kecakapan Berbahasa Anak Yang Terlambat Berbicara (Speech Delay). *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini*, , 36-45.
- Hasiana, I. (2020). Studi Kasus Anak dengan Gangguan Bahasa Reseptif dan Ekspresif. *SPECIAL : Special and Inclusive Education Journal*, 1(1), 59–67. <https://doi.org/10.36456/special.vol1.no1.a2296>
- Tenggara, P., & Pontianak, K. (2019). *Studi Identifikasi Dini Diagnosa Klinis Probelm Seld (Slow Expressive Language Development) Pada Anak Melalui Metode Pra (Parent Reported Assessment)*. 1(1), 1–8.
- Hasiana, I. (2020). Studi Kasus Anak dengan Gangguan Bahasa Reseptif dan Ekspresif. *Special and Inclusive Education Journal*, 59-67.
- Rosmala, D. H. (2021, February). Early Language Development of a Child with Expressive Language Disorder : A Parents ' Narration. *Journal of English for Academic*, 8.
- L. Ningrum, F. R. (2020). Hubungan Pola Asuh Tipe Penelantar Dengan Hambatan Perkembangan Bahasa Pada Anak Usia Dini. *Jurnal Penelitian Psikologi*, 10-20.
- Chamidah, A. (2017). Intervensi dini gangguan perkembangan komunikasi pada anak down syndrome. *Dinamika pendidikan*, 27-37.
- Mirzaqon T. Abdi; (2018). Studi Kepustakaan Mengenai Landasan Teori dan Praktik konseling Expressive Writing. *Jurnal BK UNESA Vol 8, No 1 (2018)*. <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/22037>