



Language Acquisition on Students Who Experience the Speech Delay

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Abstract

The acquisition of language in children is one of the greatest and most amazing human achievements, which is why this problem has received great attention for analysis. Language acquisition and speaking are both interrelated aspects. Talking is the most effective form of communication. Aspects of biological maturity, and cognitive and social environment affect the acquisition of children's language and speaking abilities. However, not all children have good language development, some children experience disturbances in their biological aspects so that the acquisition of language and speech is delayed. These problems are interesting for further analysis related to the factors of language development in children with (speech delay). The research findings indicate that several words were mispronounced, leading to information that did not match the child's intended meaning based on the observations and interviews that the researchers conducted during the study. The study revealed that toddlers with speech impairments had trouble pronouncing and articulating words clearly. Even simple words in daily activities at home were shaky in some cases. Researchers can also draw the conclusion that, despite the fact that the child interacts often with parents, relatives, and neighbors in their social milieu, the youngster nonetheless exhibits speech difficulties. This is a result of the child's frequent inability to articulate the thoughts that are going through his mind, even in a single sentence.

Keywords: Language, Speaking, and Speech Delay.

Introduction

Language acquisition is a language that a child acquires before acquiring any language at all, meaning that the language acquired is the first language. (Tarigan, 2021) (Fatmawati, 2015) (Arifuddin, 2010) Mastery of this vocabulary depends on learning from the mother and the child's level of intelligence in understanding language (Sudrajat & Suntini, 2018).

According to (Ardhyantama & Apriyanti, 2021) stated that children's language development is an indicator of overall development and is one of a series child development, including motor development, social emotional development and cognitive development. A child's language ability is an indicator of a child's overall development. Fernandes (2003) When a child experiences language delays, it will affect the child's cognitive, sensory-motor, psychological, emotional and environmental abilities (Nafi'ah & Maghfiroh, 2020) (Sari & Nuryani, 2020).

Since childhood, a child must be accustomed to listening to conversations or communication so that he gets used to listening and hearing conversations. Gunarti (2008) A child's speech stage can be seen from the child's age, but speech delay is one of the causes of disorders that are often found in children. The occurrence of obstacles in speech development can cause the child's language acquisition to not go well. Children who experience speech delays must continue to be stimulated to continue practicing their child's communication. (Aini & Alifia, 2022) (Afriany, Fina; Sofa, Ade;, 2022)

Speech delay disorder is a term used to describe barriers to speaking ability and language development in children. Speech delays can be identified through the accuracy of word use, which results in the interlocutor having difficulty understanding the words spoken (Hidayati, 2020). A child's ability to communicate begins with his reaction to the sound or voice of his mother and father, even at the age of 2 months the child is already showing

a social smile to everyone who interacts with him. At the age of 18 months, children are able to understand and produce around 20 meaningful vocabulary words. Meanwhile, at the age of 2 years, he is able to say 1 sentence consisting of 2 words, for example "mama went away", "I peed". If the child does not experience this, it can be categorized as having a speech delay.(Istiqal, 2021). Speech and language delays can be influenced by hearing loss, gender, upbringing and lack of stimulation(Pratiwi, Yanuarini, & Yani, 2022) (Maisyarah, Safitri, & Zwagery, 2019).

The cause of speech delays in children is caused by two factors, namely internal factors and external factors. Internal factors include perception, cognition and prematurity while external factors include knowledge, parenting patterns and socio-economics. The parenting style of parents in educating children is the main effort that can be made to overcome problems that might occur to children. The role of parents is quite influential on a child's growth and development. This is because parents are the child's family who are closest to the child and can be a reflection for the child in the future. Whatever the parents do and say, the child will always imitate it. Because a child's language development is seen from what he hears and what he sees from other people.

This research focuses on one child who experiences speech delay, aged 5 years, male, living in Pandan Agung Village, Madang Suku II District, East OKU Regency. The speech delays experienced by children who are research objects are interesting to study, this is based on the consideration that communication behavior is a life skill that is influenced by environmental factors in interaction, biological maturity factors or anatomical maturity of the body as a support for humans in speaking and intellectual maturity factors. The language acquisition process that children go through deserves very important attention because this can determine the child's

development in the future. This research was conducted as a form of researchers' concern for children who have the same problems.

This Research's problem is that what factors that make the speech delay in Pandan Agung Village, thus this research focuses on determining language acquisition in speech delayed children which includes phonological aspects and factors causes of children experiencing speech delays (speech delay) and efforts to overcome children who experience speech delays (speech delay) aged 5 years in Pandan Agung village.

There are some previous researches that deal with the following one, for example, children will be happier when they use devices too much compared to when they play with their friends. Research indicates that up to 12% of youngsters are knowledgeable about digital technology, particularly the internet, by the age of 5 (Sujianti, 2018). 4% of youngsters are knowledgeable about digital technology at the age of 4, and up to 1% of them were knowledgeable about digital technology at the age of 3 (Candra, 2013). This assertion is supported by the quantity of children between 2 and 7 years old who appear skilled and capable of utilizing different program functions independently. Dardjowijoyo (2003) This skill is typically acquired by children through observation and attention to those in their environment, including their parents or siblings. This is because 54% of parents permit children who are Children start using devices from the age of 3-4 for multiple purposes, including staying updated in a fast-evolving environment, communication, learning, entertainment, and to make them happy (Ain, Novianti, Solfiah, & Puspitasari, 2021).

This is also according to research by Rohma Wati, which indicates that children's engagement in playing with devices has more intertwined with time (Rohma Wati, 2016). Parenting is one of the aspects that can impact how children utilize devices. Parents can join their children when using electronic devices (Suryameng, 2019). When children engage in different play activities, they use varied physical motor skills. If children's playtime is

substituted with electronic devices, it can affect various areas of children's growth, including language development. Improper or unsuitable parenting approaches when allowing children to use electronic devices are concerned to impact speech and language development (speech delay) in children (Aulina, 2018). The social distance between parents and children is caused by their preoccupation with electronic devices, according to Hana Pebriana in 2017.

Therefore the research gap is about the role of parent that can limit the use of gadgets, do more activities with children so they can build attachment in order to learn the language more effectively, therefore the research novelty is on the production of the learning book series that can be used by the children and parents that would acquire the language.

Research Methodology

The method that used in this investigation was a descriptive method that took a qualitative approach. The information that was utilized in this study came from research participant, a child that was five years old and had a delay in his speech development. The data was gathered by observing and comprehending the language that was spoken by the individuals who participated in the research. Where the research was conducted was in the village of Pandan Agung, which is located in the Madang Suku II District of the East Oku Regency. The methods of data collecting that were utilized in this investigation are the Listening Method, the Interview Method, and the Naturalistic Observation Method.

There are three stages that make up the data analysis stage in this study project. These stages are the reduction stage, the presentation stage, and the conclusion drawing stage (Berkowitz,1996). In reduction, the researchers are responsible for determining which data should be singled out for description in qualitative analysis. This decision is made in accordance with guidelines for selectivity. Analysis that is both deductive and inductive is typically something that is involved in this process. The qualitative analyst should maintain an open mind in order to derive new meanings from the data that is accessible, even when the first categorizations are formed by the study questions that have been created beforehand. Then, presentation stage which means that is more textually integrated can be displayed in a variety of ways, including as an expanded piece of text, a diagram, chart, or matrix that offers a fresh perspective on how to organize and think about the data. The ability to extrapolate from the data in order to begin to recognize systematic patterns and interrelationships is made possible by data displays, which can be in the form of either word or diagrammatic representations. It is possible that other, higher order categories or themes will emerge from the data during the display stage. These categories or themes will go beyond those that were first discovered during the original phase of refining the data. Finally it goes to the conclusion which is required in order to cross-check or verifies the findings in this research.

Findings and Discussion

Findings

Children's capacity to use their speaking abilities is slower than that of their peers, according to the findings of observations, which were conducted on children. Speech delays are a common cause of children's inability to appropriately and clearly pronounce the words they say. Because of this, researchers decided to do research on the child in order to learn more about first language acquisition in speech delayed children younger than five years old, as well as the causes that cause it and the

measures that are made to overcome it. Within the realm of language acquisition, it is natural for a child to have reached the stage of combining words by the time they reach the age of maturity. On the other hand, the child's condition is hindered during this stage of combining words since the child's pronunciation of certain phrases is not correct, despite the fact that he ought to be saying them perfectly.

It is proven that the child has a clear pronunciation while dealing with others; yet, there are a few terms that he still does not utter right by himself. An illustration of this would be the statement "Jakna dipa your father cakku nah abang," which may be translated as "I said Tanah Abang when he asked where your father is currently located." This assertion is supported by the fact that the youngster communicated with his parents, who inquired about the child's reaction when he met his family members who were looking for the child's father. The child has been in communication with his parents. In this sentence, it relates to the context of narrating an incident that he experienced to his parents. There are two words in this statement that are not yet spoken correctly. These words are the term jakna, which should be pronounced as cakna, which means he said, and the word nah, which should be pronounced as Tanah, which means land. Results From the research that has been carried out, thirty-seven words were obtained whose pronunciation is still unclear. Based on the data obtained, it can be concluded that the child really experiences speech delay. Even when pronouncing the child's own name, the child still experiences difficulty in pronunciation. For example, he actually pronounced the child's final name, Al-Karim, as Alaem. The missing phoneme units are in the form of the letters /k/, /r/, /i/, and /m/, and the phoneme changes are in the form of the letter /e/. Likewise with his family name, such as his father's name, Lim Suiking, which he pronounces as Lim Miking, the missing phoneme unit is in the form of the letters /s/, u/ and the change in phoneme is in the form of the letter /m/ and his aunt, who should have pronounced it icik Pebi, instead

pronounced it *icik Pabi*, the missing phoneme unit is in the form of the letter /e/, a change to the phoneme, namely /a//.

In singing the children's song entitled *My Balloon*, there are five of them, there are also several phoneme letters that are not pronounced correctly. For example, the word *yellow* that he pronounces becomes *kuting*, the missing phoneme unit is in the form of the letter /n/, a change in the phoneme, namely in the form of the letter /t/. The color of the lyrics changes to *ask*, the missing phoneme units /w/, /a/, and /r/. Then he changed the chaotic lyrics to *Kacan*, the missing phoneme unit /u/, the phoneme change that occurred was /n/. And he pronounces the lyrics closely, saying that the phoneme changes that occur are in the form of the letter /y/, while the missing phoneme unit is the letter /r/.

The sentences when he is interacting with his parents also contain unclear words. Like the child's interaction with his mother while eating meatballs. While this interaction was taking place, the researcher discovered that two words he said in *Komering's* accent were inaccurate. Namely in the form of the word *pamolas* in the *Komering* dialect, it should be *pamoros* which means a change in the phonemes that the child pronounces themselves, namely /l,/ and /a/, while the missing phoneme units are /r/, and /o/. Then the word *edap* in the *Komring* accent should be pronounced *sedap*, meaning *delicious* or *delicious*, there is no change in the phoneme, in fact there is a missing phoneme, namely the letter /s/.

When the child is interacting with his father, the child is telling about the cat that was hit in front of his house because the house is located on the side of the main road. The child told about what he saw in the form of an *Angora* cat lying on the side of the road with blood dripping from it. When telling about the incident, there were words that the child said that were unclear, such as the word *rah* in the *Komering* accent which should be *erah* which means *blood*, there was no change in the phoneme, in fact the phoneme unit in the form of the letter /e/ was missing. The word *yona* in the

Komerling accent should be jona, which means the change is in the form of the letter /y/, the missing phoneme unit, namely the phoneme letter /j/. The word dibola in the Komerling dialect should be dibolah, which means that the phoneme is split, that is, it doesn't exist, but there is a missing phoneme unit, namely the phoneme /h/. The word ulun in the Komerling accent should be Hulun, which means that the person changes the phoneme, that is, it doesn't exist, but there is a missing phoneme unit, namely the phoneme letter /h/. The word ongas in the Komerling accent should be hongas, which means the breath has a change of phoneme, namely it doesn't exist, but there is a missing phoneme unit, namely the phoneme letter /h/. The word cing ulun in the Komerling dialect should be cat bulun, which means cat people, the phoneme changes are missing, but there are phoneme units missing, namely the phoneme letters /k/, /u/, and /h/. The word capakko in the Komerling accent should be campakko which means remove the phoneme change, namely there is none but there is a missing phoneme unit, namely the phoneme letter /m/. The word ongora, which should be anggora which indicates the cat species, has a change in phoneme, namely in the form of the letter /o/, the missing phoneme unit in the form of the letters /a/, and /g/.

This was also followed by the father's joking interaction with the child who cornered the mother, the child said that the mother did not brush her teeth, which caused bad breath. During the joke, there were two children's words that were not clear, namely the word wat kat in the Komerling dialect, which should mean makwat brush, meaning not brush, there is no change in phoneme, in fact there is a missing phoneme unit in the form of the letters /m/, /a/, /k/, /s/, and /i/. And the word usuk in the Komerling accent, which is supposed to be rotten, means that there is no smell of phoneme change, instead there is a missing phoneme unit in the form of the letter /b/. This is also followed by the interaction between the child and his mother in the morning while they are eating. The mother was asking about the whereabouts of the child's shoes for school, the child answered that the

shoes were in plastic, when he said this word the child didn't pronounce it clearly, namely the word silastic which he should have said in plastic, which meant that it indicated that the shoes were stored in plastic. Changes in the missing phonemes are in the form of the phoneme /s/ and the missing phonemes /d/ and /p/. The conversation continued with his mother telling about her annoyance with the chickens kept by her brother who often defecated in the kitchen at home. His mother expressed her desire to slaughter the chicken, so that later the chicken could be eaten. When the child responded to his mother's wishes, there were several words that were mispronounced, namely the word mbolih in the Komerling dialect, which should have sambolih, which means there is no phoneme change, instead there are missing phoneme units in the form of the letters /s/, and /a/. The word aging means that there are no phoneme changes, in fact there is a missing phoneme unit in the form of the letter /d/. The word aga means gosh, there are no phoneme changes, in fact there are missing phoneme units in the form of the letters /s/, /t/ and /a/.

Another interaction that occurred was when the child wanted to play with his cell phone but his mother prohibited him because he was on a changer. This made the child become annoyed with his mother and was instigated by his father to make the child even more upset. In this interaction, there was a word that the child did not pronounce clearly, namely the word diamot in the Komerling accent, which should have been jamot, meaning that the phoneme change was not there, in fact there was a missing phoneme unit in the form of the letter /j/. The word Lukak in the Komerling dialect, which should be kalukak, means it is impossible to change the phoneme, in fact, there are missing phoneme units in the form of the letters /k/ and /a/. The word mbuli in the Komerling accent, which should be amboli, means buying a change in phoneme, namely /u/ and there are also missing phoneme units in the form of the letters /a/ and /o/. The word ijung in the Komerling dialect, which should mean lijung, means go, there is no phoneme change, instead there is a missing phoneme unit in the form of

the letter /l/. And the word *dinjuk* in the Komerling accent, which should be *dinjuk*, means that there is no phoneme change, in fact there is a missing phoneme unit in the form of the letter /i/.

The words he omitted were due to the child's limited speaking ability. This is caused by several causal factors that support the child experiencing speech delay, namely interaction with his parents. The child's parents can be said to be one of the triggers for speech delays in the child. This is because, it can be seen that while the child is interacting with his mother, the child sometimes becomes quiet when interacting with his mother. However, the child's interaction with his father shows that the child is more active in expressing his ideas, but the father is rarely at home so that the child's interaction with the father is limited.

The child's interaction with his relatives is one of the factors causing the child to experience delays in speaking (speech delay). This can be seen from their interactions, when the child says a word that is not clear, the relatives who hear it do not correct the wrong statement but also say the wrong word. And also the child's interaction with his siblings is also a cause, this is because his siblings often interrupt when the child is interacting with people around him. This makes the child quiet when the child is interacting, but in the interaction there are siblings.

Discussion

A joy in and of itself, the experience of witnessing the growth and development of children is something that every parent looks forward to. The term "child growth" refers to the changes that take place in children from birth until they reach adulthood, including changes in their physical appearance, language, thoughts, and emotions. There are a number of factors that have a significant impact on the growth and development of a kid, including genetic factors, environmental factors, and the many events that take place as the child grows. The times that their parents look forward

to the most are when their children initially begin to crawl, stand, walk, and talk; these are the moments that their parents will always remember until the very end of their life. As a child grows and develops, this particular event becomes a distinctive feature of their growth and development. The manner in which parents raise their children is a significant factor in the growth and development of their children. Jaya et al (2018), this is due to the fact that parents serve as role models for children who require guidance and also want to develop their character. The growth and development of a child can be observed not only via the parenting of the child, but also by the child's physical appearance, namely their height, weight, number of teeth, and hair length.

It is imperative that we do not make any errors in the provision of parenting patterns that have the potential to impede the growth and development of children. One of these patterns is an inadequate intake of nutrients, as well as poor parenting patterns, such as imposing a large number of restrictions on children, which can lead to a reduction in their creative abilities. By way of illustration, the absence of a stimulus that is provided does not play an active part in enticing children to play and interact. Merentika et al (2023), Instead, children are given the opportunity to play with electronic devices in order to achieve a state of peace or silence. The effect of electronic devices has a highly negative impact on the development of youngsters.

Taseman et al (2020), a fairly important stage in a child's growth and development is the stage of speaking or pronouncing vocabulary. However, children may experience delays in speaking or speech delays. Jaya et al (2023), stimulation of children should be done from an early age so that children can avoid the problem of delayed speaking or speech delay. However, don't worry, there are efforts that can be used to overcome speech delays in children aged 5 years, namely as follows: 1) Have a Small Discussion with Children

As mentioned by Nafi'ah and Maghfiroh (2020), diligently inviting children to have small discussions or communicate is one effective way that parents can use, for example discussing the child's favorite cartoon or the activities the child goes through during the day. To communicate with children, you don't need to use language that is too heavy, just use simple language that is easy for children to understand. This activity is carried out to ensure children become active, more confident when speaking and is also a way to increase vocabulary which in the future the child can apply in their daily lives. This activity can also make children and their parents closer and make parents know about the things their children like and what things their children are experiencing. 2) Learn to Sing Together; One of the fun activities for small children is singing. By creating a relaxed atmosphere, providing simple songs with simple tunes and making dances to the songs that are being sung together can create happiness for children and parents.

Apart from providing happiness to children, this singing together activity can also make children increase their vocabulary. There is no need to sing a lot of songs during this activity, just sing one song until the child can sing the song with perfect vocabulary. Once the vocabulary in children's songs is perfect, parents can change them. 3) Reading a Story to Children; As also mentioned by (Aini & Alifia, 2022), apart from singing, another activity that parents can do is telling stories using fairy tale books equipped with interesting pictures which can overcome speech delays in children.

Apart from increasing children's imagination and increasing children's vocabulary, reading stories to children can also increase quality time between children and parents. When reading a story, parents can get their children to participate in this activity by deliberately making the children imitate what their parents say when they are telling the story. 4) Avoid Using Baby Language; Avoiding using baby language when talking to children can also be a way to stimulate children to speak quickly. When the child uses slurred or incorrect baby language, parents simply respond

by using the correct words. For example, if a child asks for milk by saying the word "intestine", parents can respond with "Adik wants milk?" This is indeed trivial but could become a problem in the future. Because the child says the wrong words but is not corrected by the parents, this can make the child think the words he said are correct. For example: asking to Name Objects; Another way to get children to talk quickly is to ask them to name objects. Usually children may point to the item they want, instead of asking for it by saying something. For example, if a child shows a glass filled with juice, the parent can reply, "Do you want juice?" The aim of this way of stimulating children to talk quickly is to encourage them to say the same words or phrases, such as "juice." So, if your child is showing something, say the name of the object so that he can imitate and say the name of the object perfectly.

Then, asking more questions; Ask your child more questions. Wait until they answer, it can encourage children to tell about what they are doing. Feel free to introduce numbers and letters as they slowly become woven into his vocabulary. Remembering that during the golden age, children's development was so fast. Try to communicate about everything the child sees in his environment. When parents point out something, talk about it and if necessary ask more questions so that the child responds in his own language. Finally, Reduce the Frequency of Looking at the Screen; *The American Academy of Pediatrics* (AAP) recommends that for children aged 2 years and over, only use gadgets for 2 hours a day. This is because gadgets are not interactive games that make children talk actively. Gadgets are also unresponsive to children's speech development and can be the cause of children experiencing speech delays.

Conclusion

The research concludes that youngsters exhibit a slower development in their speaking skills compared to their peers. The research findings indicate that incorrect pronunciation of some words can lead to

misinterpretation of a child's intended meaning. The research identified speech impairments in children characterized by unclear articulation and pronunciation of words, as well as imperfect production of simple words during various activities at home.

Researchers can infer that in this study, the factors contributing to children's speech delays are influenced by the immediate surroundings, including parents, relatives, and neighbors. Interactions between the kid and those in their social surroundings, such as parents, relatives, and neighbors, frequently take place. Despite the child's frequent interactions, they nevertheless exhibit speech delays. This is due to the child frequently struggling to articulate the thoughts in their mind. Even when the child manages to speak a sentence during interactions, there may still be words that are not pronounced accurately or spoken well. The family can currently comprehend these ambiguous phrases, but if not addressed, they may have lasting effects as the youngster matures.

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