

Handling Children's Speech Delay Through Fables Using Finger Puppets

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ABSTRACT

Overcoming speech delays are the most frequently complained about by parents. Delays in speaking for children will have an impact on their learning process at school, including: difficulties in reading, writing and adapting. The aim of this study was to find out the process of fables through finger puppets as an effort to deal with children's speech delays. Role playing using finger puppets is an alternative in handling children's speech delays. The method used is field research which is descriptive qualitative in nature, located in the Kelompok Belajar IT Alwashliyah. The research subjects included 14 students and class teachers. Data collection was obtained through observation, interviews, and documentation. The results of the study found, (1) Symptoms of children who experience speech delays, such as: difficulty speaking, speech disorders which include searching vocabulary lists in memory (finding words), difficulty identifying elements in a story, difficulty in building sentences, the vocabulary is unclear, and the child doesn't want to talk at all. (2) Efforts made in dealing with children who are late in speaking have had a direct impact on children, providing affection with animal roles to foster self-confidence, creating direct interaction between children and teachers to establish stimulating communication in children. (3) The fable method uses finger puppets which affect children's language development, one of which is speech delay caused by a lack of language stimulus. Gradually, children who experience speech delays begin to open up and want to interpret words even though they are still stammering.

Keywords: early childhood, telling stories, finger puppets, fables, speech delays

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1. INTRODUCTION

Developmental disorders that are often found in preschool-aged children are speech delays or better known as speech delays. Speech delay is the main complaint that parents often worry about and complain about to preschool teachers. The problem of speech delays in pre-school aged children seems to be increasing rapidly. This is supported by several reports stating that the incidence of speech disorders ranges from 5% to 25% in pre-school children [1]. Furthermore, several researchers [2] have proven that children who experience speech delays will face several problems in the learning process at school, including learning difficulties, reading, writing, and several other academic problems as a whole. This can continue until they have grown up. Low academic achievement due to speech delays will experience behavioral problems and psychosocial adjustment [3]. Children who experience speech delays are certain that later these children will face learning difficulties or better known as learning disabilities [4].

In communication activities, speaking is an important factor for interacting with other people in order to establish familiarity and also thoughts. In simple terms, speech can be interpreted as a process of pronouncing sounds that are carried out by humans using speech organs. In another sense, speech is the systematic production of sound which is the result of combining two activities, namely motor activity and cognitive processes [5]. Speaking is something that is obtained through the learning process. Based on this opinion, it can be said that speech is not obtained automatically, meaning that speech is obtained through a process of imitating language sounds from the environment [5].

According to [4, 6] if the level of speech development is below the quality level of the speech development of children of the same age which can be seen from the accuracy of words, then the child's social relations will be hampered as well as if their playing skills are below those of their peers. This means that if a child's language development is different from the level of language development of other children of his age, then the child will experience obstacles in social interaction.



Delayed speech (speech delayed) is a phenomenon in the world of children's development, the number of which seems to be increasing day by day. An estimated 7 percent of elementary school-age children have this problem. From one country to another, the percentage varies because the criteria are different. Children who experience speech delay disorders are classified as expressive language disorders or can be termed expression difficulties, where early childhood can understand what other people are saying, but it is difficult for them to put words together to reply [7]. Expressive language disorders in children can occur due to brain trauma or developmental problems. The lack of communication intensity between early childhood and their parents or peers will greatly affect their language skills. The lack of communication that is established by the child can cause the child to experience expressive language disorders.

Factors that influence children's speaking ability [8] namely: intelligence factors, family discipline, order of birth of children, number of families, social and economic status, ethnicity, language culture, gender. The higher the intelligence level of the child, of course, the higher the language skills so that the ability to speak can be mastered more quickly. The next factor is regarding discipline in the family. The parenting style applied is directly proportional to the child's speaking skills. In families that apply parenting styles with high discipline that tend to be authoritarian, of course, children will express their thoughts less directly in the form of speech. The next factor is regarding the order of children in the family, the eldest child tends to be encouraged to talk more. Another factor that affects children's ability to speak is the number of family members, where the number of family members has the opportunity to provide communication interactions. Socio-economic factors are the next factor, lower-class economic families tend to have low speech interactions. The next factor that plays a role is racial background, dual-language in the family, and gender. Speech delay and stuttering experienced by children is where the child has difficulty expressing the child's desires or feelings to other people, for example the child is unable to speak clearly [9]. Children experience stuttering as the child repeats sounds/syllables, especially at the beginning, sometimes stuttering is also heard as an extension of the sound. Sometimes it also stops talking completely and tries to repeat it. Lack of mastery of vocabulary will make the child different from other children of the same age, so it is not uncommon for children to be shunned by their friends. Handling the problem of speech delay in children must be taken seriously because it is a developmental problem that is often found in children. Speech delay is a condition where the child's speech ability is below the average child's speech ability in general [10]. One of these things can be seen from the use of the right word, the impact if the ability is below average then the child's social relations will be disrupted. If his peers speak using words, while the child always uses sign language and baby speech, then the child is considered by other people to be too young to play with. The ability to speak children starts from the family, school and community environment [11]. However, the main factor in children's language development is the family, if the family is late in stimulating children's language skills it can hinder children's speech development because compared to school, children's learning time is spent more in the family.

Telling stories and storytelling are activities that are very beneficial for the development of a child's brain. Fairy tales can hone children's intellect and imagination, improve language and communication skills, build children's character, warm parent-child relationships and so on. Storytelling is a universal communication method that greatly influences the human soul [12]. Storytelling is an activity to review what has been seen, experienced, or read, which can be done in everyday life or in learning activities. With fables, students can increase their understanding of something and can stimulate them to give birth to an idea or opinion and can make learning an enjoyable experience for them.

The fable method can tell his wishes and can also express himself according to what the child is feeling [13]. Storytelling is important for children because. One of the fairy tales that children like is fables. Fables contain character education that is the easiest for children to digest. Fables are stories that tell stories about animals that are integrated with other basic skills, namely speaking, reading and writing, speaking gives free space for children to develop the ability to sympathize and empathize, telling stories provides cultural lessons and effective manners by setting an example to children how to properly address a problem.

Based on observations in Klambir V Kebun Village which provides access to education for the wider community, especially for early childhood precisely in the IT AL Washliyah Study Group, as well as the chosen research location. It is known, at the KB IT Alwashliyah Institute there are several children who experience speech delay disorders (Speech Delay). There are around 14 children who experience speech delays who have difficulty in pronouncing and expressing what they want. Of the fourteen children, the causative factors were almost the same, namely the parents who did not interact with the children and had little time to communicate with the children, because the parents were busy working. This causes children to be quiet and difficult to socialize with their friends [14]. These fourteen children often use their body language to ask or want something by pointing at the object or something they want. This is due to difficulties and confusion when he wants to express what he wants and sometimes utters words that are difficult to understand and unclear [15]. Following up on this problem, researchers, teachers, and the Head of the Alwashliyah IT Study Group conducted "Handling Children's Speech Delays through the Fable Tale Method using Finger Puppets in Early Childhood" to lure children who experience speech delays to be able to interact with the words spoken by the teacher as well as with his friends.

2. RESEARCH METHOD

This study uses a descriptive-qualitative research model that refers to the opinion [17, 18]. The stages of qualitative research present 3 stages, namely the pre-field stage, the field work stage, and the data analysis stage. Descriptive research is a study used to collect information about the status of an existing symptom, namely the condition according to the circumstances at the time the research was conducted [19, 20]. The data sources in this study were 14 children with speech delays who were members of the IT Al Washliyah study group. Data collection techniques are used through observation (observing directly the child's language behavior, educator interaction is carried out when the child is playing and learning), interviews, and documentation.

3. RESULTS AND DISCUSSION

In teaching and learning activities the implementation of learning was observed by researchers in several meetings. As for knowing the problem of delays in children's speech, it can be seen from the different cases in table.

SUB	NAME	OBSERVATION RESULTS
1	Nino Armiza	The first subject had difficulty saying the first word or starting a conversation, so that the child became reluctant to speak and was indifferent to his surroundings, also used body language more often.
2	Arsyad Faishal Shaputra	Speech is not clear and the intonation of the voice is very weak. His words were a little hard to understand. He very often isolates himself from his friends.
3	Haikal Afif Fariq	Including children who are active and cheerful, but to interact with other people, Haikal chooses to be silent and when asked will only reply with a smile. Just like the first subject who still has difficulty getting the first sentence out.
4	Ivon Putri Sari	Difficulty in responding to questions, he is more often silent and focused on playing. The cause of Ivon's difficulty speaking was due to the lack of communication activity with his parents.
5	Nabil Eka Saputra	When speaking, he prefers to use body language. Do not want to issue phonology (sounds) and words. He often points to something he wants.
6	Yan Rayyan	This subject does not issue long sentences. The subject is more famously quiet and doesn't want to hang out. When asked, the subject prefers to answer by nodding or shaking his head.
7	Faiza Yuri	Including children who rarely make a sound. Answer questions in writing. This subject really rarely makes a sound. Interaction with friends is also fairly rare.
8	Tiara Santika	He doesn't understand other people's gestures, so he is quieter than his classmates. He only responds if he doesn't agree. The response given is to cry, and throw something.
9	Aisyah Zahra	On this subject the child can only say a few words. His vocabulary is limited, so he has difficulty conveying his ideas. There is often a misunderstanding of intent on this subject. This is because he has difficulty speaking.
10	Rahmat Fauzi	Including a child who smiles a lot, but has poor hearing. He is confused when we ask in long sentences. This subject responds to other people's communication through lip movements and hand movements.
11	Cantika Mutya Rizky	Difficulty in following what we say. This subject can not follow the words we say. This is because the sense of hearing is problematic.

12	Sultan Dafin Maaruf	This subject does not want to be spoken to. He didn't respond at all to his interlocutor. The subject chooses to remain silent and observes the surroundings. The response he gave was only in the form of body language cues.
13	Ghiffari Mudo	This subject is completely indifferent to the surrounding environment. He prefers to play HP. It has the latest type of gadgets. He doesn't care about the environment around him, he cares more about games on his cell phone, so he tends to be passive.
14	Muflih Gian Lubis	This subject often makes indistinct sounds. He prefers to use signs rather than say it. He also does not turn his head when called and pensive in class.

Figure 1. Student Observation Data

3.1. The Process of Fable Fairy Tale Activities using Finger Puppets Media

In the process of handling children who are late speaking in the IT Al-Washliyah Play Group, researchers are assisted by teachers using the fable method using finger puppet media with the following process: First, storytelling activities usually begin during learning or after learning, learning activities are divided into two times, namely learning the first lesson is at 08.30-09.00 WIB and the second lesson is at 09.30-10.30 WIB. If it is done in the first lesson, the storytelling activity is carried out after the children have made preparations and prayed. If the storytelling activity is carried out in the second lesson, it starts after the child has finished resting.

Second, the children are collected in one room and will be divided into several groups, one group containing one accompanying teacher and four to five children. Then the children will be called one by one to come forward and follow their accompanying teacher.

Third, the stories read according to the learning theme have been scheduled, for example: The Story of the Mouse Deer and the Crocodile, the Turtle and a Pair of Ducks, the Arrogant Squirrel, the Crow and a Jug, the Story of the Monkey and the Chicken, the Dog and its Shadow, the Monkey and the Cat Baking Beans, Magical Goldfish, and Jeweled Frogs. But especially on Fridays, the theme is stories about religion, such as the story of the prophet and the Prophet.

Fourth, storytelling activities last about 20-35 minutes, not too long because children will easily get bored when stories are read for too long. Because children's focus is easily lost and distracted.

Fifth, after reading the story is finished, the teacher gives questions that function to check children's comprehension and provoke children to respond to their surroundings.

Sixth, the last, the teacher gives a game that functions to restore the child's focus and make the child happy and fresh again. The process of reading the story is carried out by the teacher every Monday, Wednesday and Friday when the children go to school.

3.2. Impact of Fables using Finger Puppets

Impact in the Big Indonesian Dictionary is a strong influence that brings a certain result (both positive and negative). The changes intended in this study include all aspects related to the child's positive attitude towards the progress of his speech. The explanation is in figure 2.

SUB	NAME	IMPACT/CHANGE
1	Nino Armiza	The impact experienced by narzan after being routinely read stories by the teacher is that slowly Nino starts to want to play with his friends, starts to open up and doesn't cry easily, and most importantly starts to want to talk like saying "tupu-tupu" even though he is still halting but has shown good progress.
2	Arsyad Faishal Shaputra	Progress from Faisal, which was evident after routine reading of stories, intonation and voice started to get louder when speaking, even when speaking, the teacher began to understand, which was difficult to understand at first.
3	Haikal Afif Fariq	Her language skills are starting to improve, she wants to speak even though it's not perfect, like for example calling mom as "mistress" while pulling the teacher's shirt or hand. At first I had trouble speaking and had the first words to speak.
4	Ivon Putri Sari	Already willing to respond when asked and willing to answer,

		sometimes inviting his mothers to play together and occasionally telling him about what he is playing.
5	Nabil Eka Saputra	After often listening to fables he spoke more often than responding with body language. He also became fond of singing even though his speech was still unclear.
6	Yan Rayyan	Subject grows to be more active. He really likes to answer questions related to his favorite animal. Yan Rayyan told him about the things he saw at the zoo.
7	Faiza Yuri	Faiza's impact was enormous. He never again responds to our words with writing on paper. He responds verbally, although sometimes it's a bit unclear. He is very enthusiastic to listen to stories every day. Sometimes he imitates the sounds of "elephant, wolf and cat".
8	Tiara Santika	Currently the subject has understood the gestures of others. He also imitates the teacher when telling a story. He can already answer the characteristics of animals and follow the instructions given by the teacher.
9	Aisyah Zahra	The progress of this subject has begun to be able to say the words. Even though he stammered, he continued to try to communicate in both directions.
10	Rahmat Fauzi	This smiling subject does have rather poor hearing. Interestingly, he began to be able to respond very quickly. He became more active than before.
11	Cantika Mutya Rizky	At this time the subject begins to follow the words we say. Sometimes he repeats and corrects words that are not quite right. His sense of hearing is not functioning normally, but he tries to respond well to sentences.
12	Sultan Dafin Maaruf	He was very happy when he was spoken to. The Sultan often raised his hand to answer the questions given. Even though his answer is not quite right, he no longer responds to us with gestures. But in short sentences.
13	Ghiffari Mudo	The changes experienced by the subject are very visible because he is no longer dependent on gadgets. He began to want to hear stories from the teacher, but he did not respond.
14	Muflih Gian Lubis	Since the holding of the activity he sang more often, but still made an indistinct voice. Muflih really likes to draw his pets. It has positive activities. He was willing to respond to specific questions.

Figure 2. Changes in Children's Fables

The impact experienced by Nino (subject 1) after being routinely read stories by the teacher was that Nino slowly started to want to play with his friends, started to open up and didn't cry easily, and most importantly started to want to talk like saying "tupu-tupu" even though he was still stuttering, but has shown good development [21, 22]. This made Nino even more curious.

Faisal's progress (Subject 2) was visible after regularly reading stories, his intonation and voice started to get louder when he spoke, and when he spoke he began to be able to understand the teacher, who was initially difficult to understand. Occasionally he came forward to tell about his pets. Every day he always tells about the development of his pet cat at home.

Subject 3's language skills are starting to improve, he is willing to speak even though he is not yet perfect, for example calling his mother "nda...nda" while pulling the teacher's clothes or hand. Initially having difficulty speaking and starting to speak his first words, he slowly began to be able to say short sentences and words that were easy to pronounce. Currently he speaks assisted with body movements.

Meanwhile, subject 4 was willing to respond when asked and was willing to answer, sometimes inviting his mother to play together and occasionally telling stories about what he was playing. The cheerfulness of this subject is increasingly visible [23, 24]. He grows into a child who wants to socialize with peers. [25, 26] after often listening to fables, she speaks more often than responds with body language. He also became fond of singing even though his speech was still unclear. This subject really loves cute animals. Slowly he began to be able to mention the names of the animals one by one.

4. CONCLUSION

If you are late in talking, your child will certainly have difficulties in communicating. Disruption of the speaking process, especially regarding searching vocabulary lists in memory (finding words), as well as difficulty uniting elements in a story. As a result, the child has difficulty forming sentences and forming words, and does not want to speak at all. Vocabulary that is clearly limited causes children to have difficulty pronouncing sounds well. The efforts made to treat children who are late in speaking using the fable method using finger puppets can have a direct impact on children, such as children starting to respond to questions, pronounce new vocabulary, and tell stories even though their sentences are still limited.

ACKNOWLEDGEMENTS

Thank you to the Central Study Research Institute (LPPS) for submitting this research through the Internal Grant research scheme for the 2022 fiscal year. The author also thanks the head of the Alwashliyah IT study group and the Head of Klambir V Kebun Village as partners in implementing handling children's speech delays through finger puppet media.

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