SPEECH DELAY ON THE FIRST LANGUAGE ACQUISITION: TEACHERS' PERCEPTION AND TEACHING STRATEGY

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Abstract. This study discusses the acquisition of the first language in children. If the child does not have a good imitation model, it will be difficult to learn language. Furthermore, the teacher's lack of knowledge and understanding of children's language disorders makes this very influential in the method taught by the teacher. This study aims to analyze how much understanding, insight and how teachers can handle children with speech delay and reveal the causes of speech delay and find out how to prevent speech delay. The sample in this study was 26 preschool teachers in South Kalimantan with a total of 29 children. This research method uses descriptive qualitative research with questionnaire methods, direct observation. The results of this study indicate that parenting and environment are a major influence on the acquisition of a child's first language. The strategies that teachers use to deal with children with speech delay are 1) inviting parents to cooperate, and 2) stimulating children through playing and communicating activities as well as mouth and jaw movement activities.

Keywords: speech delay, language acquisition, teachers' perception, teachers' strategy

INTRODUCTION

First language acquisition is closely related to children's social development, especially with the formation of social identity. Learning a first language is one of the all-round developments in which a child becomes a full member of a society. In their social development, children cannot be separated from the influences around them. The factors that influence children's social development are (1) influence parents, (2) physical and psychological maturity, (3) socioeconomic status, (4) education, (5) mental capacity: emotion and intelligence.

Acquisition (acquisition) is a process of mastering language that is carried out by children naturally when they learn their mother tongue (Dardjowidjojo, 2003). Language acquisition or language acquisition is a process that takes place in a child's brain when he acquires his first language or mother tongue. So, language acquisition is a process that takes place in the brain children to capture, understand, and use their first language or 'mother tongue' naturally for understanding and communication. In language acquisition, language plays an important role in our lives, especially as a means of communication.

Language is the main difference between us as humans and other creatures. God has given humans the tools of language to communicate. A person's language skills will develop from simple to complex. The process of developing one's language skills is marked by the acquisition of the first language. Language acquisition is the process by which children begin to recognize communication with their environment verbally. Language acquisition is related to the first language. The acquisition of the first language occurs starting to communicate verbally using one language. In the acquisition of the first language, the child is more directed to the function of communication than the form of the language. The child's first language is obtained from the language used by the people around him to communicate, especially his mother. Acquisition of the first language is obtained gradually. With the acquisition of the first language the child begins to communicate with the people around him.

Simanjuntak (1987: 1) argues that psycholinguistics is a psychological processes that occur in individuals when they hear or understand sentences when interacting with people around them and how language skills are obtained. Bach (1964: 64) explains the meaning of psycholinguistics as a science that examines the use of language in understanding various sentences in a particular language. Psycholinguistics is described as the study of language acquisition in psychoverbal behavior. Palmatier (1972: 140) also explains that psycholinguistics is a special study to see the language development of children with psychological problems. Meanwhile, Atchinson (1984) argues that limiting psycholinguistics is a learning related to language and thought. Psycholinguistics has a link between psychology and linguistics. The goal is to find structures that enable the basic processes of human speech to understand a language. Psycholinguistics is concerned with encoding and understanding the words conveyed by the communicator to the communicant. (Osgood and Sebeok in Stern, 1983: 296). Psycholinguistics has characteristics such as discussing the relationship between language and thought, having to do with the process of encoding and decoding and discussing a process of the occurrence of a speaker with a listener related to language, and related to children's language.

Competence is a requirement for the performance process to occur and is related to understanding speech production. The Language Acquisition Tool (LAD) supports first language acquisition. As Chomsky has stated, he explains the various implications of the conscience hypothesis because in reality a child does not need to memorize sentence patterns, he will still carry out the process of interacting. Language acquisition is one of the more precise and simple terms (Lyons, 1981: 252). Acquisition of language in children appears when in its infancy or from an early age. According to Kiparsky (1977) argues that language acquisition is a process that children use to adjust a complex hypothesis and possibly occur with parental speech until the child follows a simple grammatical assessment of his first language. An example of acquiring a child's language is for example a child imitating the way their parents speak and then, the child knows a little vocabulary from what their parents have said.

Delay in speaking or Speech Delay is a cause of distraction development in children and this is often found. This is proven on the many research results, one of which is the research conducted by Jauharoti and Ratna (2020) in the Journal Of Early Childhood Education and Development examines language development in children. Speechdelay suggests that if a five-year-old child experiences speech delay because both parents are busy with their work, there is no time to talk to the child.At home, the child is barely some talk to him and only play with gadgets at times their daily life so that it ultimately affects their social development. When the child was four years and eight months old, something happened articulation disorders in the child. According to Van Tiel, delaySpeech in early childhood has several types, such as (a) specific language impairment which is a disorder in the first language. This can cause developmental problems in children. However, it does not cause sensory, neurological and cognitive impairments. This can happen if parents are wrong in raising children. (b) speech and language expressive disorder which is a child's expressive language disorder in the process of speaking his language. Usually the form of this disorder is affected by fluency and articulation disorders. (c) centrum auditory processing disorder is a language disorder that has no cause hearing problems. He has excellent hearing. However, when getting information, the child has difficulty so he is unable to speak properly. In a variety of situations one might say that there are many reasons why children experience speech delay, for example children have difficulty speaking or receiving speech.

Current developments in digital technology such as the use of smart devices, multimedia-based computers, and other audiovisual tools for learning are becoming increasingly sophisticated. Technological developments are now increasingly advanced, especially in the use of gadgets (Rika, Widya: year..?). Gadget users are not only among elementary school to college age, but also include early childhood. Children will feel more happy when they use gadgets excessively than when they play with their peers. Data shows that as many as 12% of children are familiar with digital technology, especially the internet when they are 5 years old (Sujianti, 2018), as many as 4% of children are familiar with digital technology when they are 4 years old, and as many as 1 % of them were familiar with digital technology when they were 3 years old (Candra, 2013). This statement is reinforced by the number of children aged 2 to 7 years who already look proficient and able to use various application features and they are also able to operate on their own.

This ability is usually obtained by children just by seeing and paying attention to the people around them, such as their parents or siblings. This is because 54% of parents allow children aged

3-4 years to use gadgets for various reasons such as so that children can keep up with developments in an increasingly advanced and developing era, as a medium of communication, learning media, play tools and to please children (Ain, Novianti, Solfiah, & Puspitasari, 2021). This is also based on Dyah Rohma Wati's research which states that over time, children's playing activities with gadgets have become difficult to separate (Rohma Wati, 2016).

Parenting is one of the factors that can influence how children use gadgets. Parents can accompany their children when playing gadgets (Suryameng, 2019). So that parents can limit children if children use gadgets too much. When children explore various play activities, children involve various physical motor abilities. If children's play activities are replaced with gadgets, it will have an impact on other aspects of children's development, one of which is language development. Incorrect or inappropriate parenting styles when giving children gadgets are feared to interfere with speech and language development (speech delay) in children (Aulina, 2018). The social relationship gap between parents and children is triggered by each other's busyness with their gadgets (Hana Pebriana, 2017).

The use of technology is not wise and not supervised by parents will have a negative impact. If a child becomes addicted to gadgets, it can interfere with the growth and development of the child's brain, because excessive stimulation from devices causes cognitive delays, learning disorders, tantrums, and increases impulsivity and can reduce independence in children. According to WHO, 525% of preschool-age children suffer from developmental disorders such as delays in motor, language, and social behavior of speech delay children, difficulty concentrating (Sukmono & Kusuma, 2021), language stuttering, lack of socializing, eye health, sleep hours, poor physical development stunted, and physical health. In addition, lack of motivation, lack of opportunities to communicate, presence of a foreign language, and lack of stimulus from the environment are the causes of children experiencing delays in speaking (Bawono, 2017). So it is important for parents to limit the use of gadgets and checks to detect speech delay.

Speech delay is a delay in speaking or speaking. Speech delay disorder in children is part of the aspect of language development. Children experiencing speech delay disorders can be identified when children enter early school age, this is known through observations of the development of Elementary Age Children (AUD) carried out by a teacher while playing and studying in the classroom or learning environment (Nilawati, E., & Suryana, 2018). There are 11 factors influencing speech delay. The 11 factors are the concept of multi-language (Multilingual), a good model to imitate, less opportunity to practice speaking, lack of motivation to speak, guidance, encouragement, peer relations, self-adjustment, classification in sex roles, gender, and the size of the number the Aini family (2022). In addition, there are also 3 other factors, namely the child's habit of watching television, the sibling system, and the ignorance of the environment and their families about speech delay.

The factor of speech delay is also influenced by internal factors consisting of genetics, physical disability, neurological malfunction, prematurity, gender. Factors for late speech in children at the elementary age level include: 1) lack of knowledge: not yet able to recognize letters, numbers. 2) second language: children are confused about using language in speaking. 3) style of speech: in speaking the child is not clear (what he means). 4) parental relationship: parents are busy and pay little attention to children's development. 5) health: there are no problems with the child's hearing, tongue and nose ((Siregar & Hazizah, 2019).

In addition to this, the characteristics of children who experience speech delay are if at a certain age the child has not been able to produce sounds and has not been able to communicate with their peers. Children begin to be able to communicate if they can respond and react to a sound or voice from their parents. At the age of 2 months, children are also able to smile at other people. At the age of 18 months, children are able to understand and issue about 20 meaningful vocabulary words. Meanwhile, at the age of 2 years, children are able to say 1 sentence consisting of 2 words, for example "mom is gone", "I pee". If the child does not experience this, it can be categorized as the child experiencing a delay in speaking (speech delayed).

When a child begins to experience delays in speaking, proper handling should be done. Handling of children who experience speech delay must be appropriate and sustainable between parents and teachers. Teachers can make various efforts, including a form of stimulation and appreciation for children in every ability. If the teacher provides continuous stimulation, it can provide opportunities for children to reflect and increase their self-confidence. Increased self-confidence will increase children's motivation to speak (Hoover et al., 2011). Teachers can also carry out

various approaches and media as well as observations (Taseman, Safarudin, Fuad Erfansyah, Asri Purwani, & Femenia, 2020). In the next stage, a child's language ability can also be known through how he receives the language and then he can communicate or produce that language by paying attention to the rules of speech, phrases, sentences, pauses, and liaisons (Palupi, 2015).

Parental bonding with children has a major influence on children's speech development, as well as whatever children want to express (Sasikala & Cecil, 2016). Parents at home can limit the use of gadgets, do more activities with children so they can build attachment. Teachers can also use other approaches, namely role playing. The role playing method is able to provide an understanding of the role played and the child will be able to express his language through this role play. Another approach is the personal approach of the child and the teacher. It will be easier for children to express their obstacles and it will be easier for the teacher to facilitate children to practice speaking. If this personal approach is successful, the child can easily express what he feels to the teacher. Teachers can train children to speak by using various media, question and answer, and other things.

In the school environment, teachers play an important role in stimulating children with speech delay due to gadgets. With a background of the large number of children aged 4-5 years who experience speech delay, the researcher wants to know how teachers perceive children with speech delay and what are the teacher's strategies for dealing with them.

RESEARCH METHOD

This study aims to find out how teachers with various different educational backgrounds detect their students who experience speech delay. This can be done by exploring data through the teacher's perception of children who experience speech delay and how teachers develop strategies to deal with children with speech delay. This research will provide solutions to policy makers and others in order to increase teacher understanding and be able to handle children within the scope of education in schools. This research puts forward problems based on facts and descriptions that occur in the surrounding environment and provides an overview of teachers' understanding in dealing with children within the scope of education in schools.

The research method used is descriptive qualitative by collecting data through questionnaires and interviews about teachers' perceptions of detecting their students who experience speech delay, and how teachers develop strategies to deal with students who are slow to speak and teacher expectations for stakeholders, academics and others. In addition, this research will also provide solutions for policy makers, as well as others in order to increase teachers' understanding and be able to handle children within the scope of education in schools. The object of this research is 26 PAUD teachers spread across South Kalimantan with 29 children. After the data is collected, a description and related analysis is carried out and a conclusion is obtained.

RESULT AND ANALYSIS

The results of this study stated that children aged 4-5 years who experienced speech delay were dominated by the characteristics of 1) did not make a sound, 2) could not pronounce letters, words correctly, 3) could only say a word or two, 4) always use sign language, 5) less able to socialize with peers and older people, 6) less able to control oneself and emotions, 7) difficulty concentrating, and 8) think and act slowly. Because children experience delays in speaking and cannot produce language, it will be difficult for children to socialize and get along with friends and their environment (Taseman et al., 2020). The inability of children to have difficulty getting along and communicating, results in cognitive aspects of children, namely children who are slow and have difficulty understanding other people's words. Because children have difficulty communicating, have difficulty getting along, and are slow to understand other people's words, many children with speech delay become victims of peer bullying. The cause of delays in children's speech is dominated by a lack of parental involvement in parenting, so that children are often neglected and often given gadgets and excessive television viewing to become playmates. Parents' non-involvement in parenting is triggered by each other's busyness (Hana Pebriana, 2017). (Fernandez, 2019)reinforce the above opinion by stating that gadgets have a relationship and influence on children's speech and language development those who use gadgets for 2 hours per

day have a risk of speech and language delays compared to children who use gadgets for less than 2 hours per day, even more than 60 minutes experience language delays.

Communication and interaction between children and parents has an important role so that children have the ability to speak and speak (Liansari, 2017). In fact, many parents are unaware and insensitive to their child's development. If the way parents communicate with children is wrong, then the child does not have a large vocabulary, cannot think logically, analyze or make conclusions from very simple sentences. When parents are not involved in parenting, it is very difficult for teachers to communicate and cooperate even though parents of children come from various educational backgrounds.

Strategies that teachers can do at school to deal with children who experience speech delay are 1) inviting parents to cooperate in stimulating children such as inviting children to talk and limiting children from playing gadgets, and 2) stimulating children with various approaches. These approaches are a) inviting children to talk, b) repeating words, c) inviting children to do jaw support activities such as blowing balloons, blowing tissues, blowing bubbles, blowing small balls, etc., d) helping repeat words that are wrong and inappropriate, e) invite children to often play with their peers, and f) invite children to express their opinions.

The methods that teachers also use for children with speech delay are the role-playing method and the story-telling method. Tarigan (1996: 243) says that in role playing, children act, act, and speak like the person they are playing. Children must know and be able to use various languages. The same thing was expressed by Supriyati in Winda Gunarti, et al (Gunarti, Suryani, Muis. Azizah, & Pratiwi, 2008), saying that the role playing method is a game that plays characters or objects around the child so that it can develop imagination (imagination) and appreciation of the activities carried out. In role playing, children practice using expressive language (speaking) and receptive language (listening) to communicate and are free to determine playmates. According to Winda Gunarti et al, role playing in the learning process is intended as an attempt to solve problems (self, social) through a series of role-playing actions. Explicitly when viewed from educational purposes, the role playing method is expected that children can: (a) explore feelings; (b) gain insight into attitudes, values and perceptions; (c) develop skills and attitudes in solving problems encountered; (d); develop creativity by making storylines at the initiative of children; (e) train the ability to catch; (f) to train the power of concentration; (g) practice making conclusions; (h) assist cognitive development; (i) fostering fantasy; (j) create a pleasant atmosphere; (k) achieve the ability to communicate spontaneously/speak fluently; (l) develop analytical and critical thinking; (m) build a positive attitude in children; (n) growing affective aspects through appreciating the contents of the story; (o) to bring real situations into a miniature simulation of life; (p) to create interesting variations in (Halide) development activities. Playing roles in language development for early childhood according to (Nurbiana, 2007)aims to: (1) train comprehension; (2) train children to speak fluently; (3) to train the power of concentration; (4) practice making conclusions; (5) assisting the development of intelligence; (6) helps the development of fantasy; (7) creates a pleasant atmosphere.

The influence of the storytelling method for early childhood language development is as follows: a) Children can interact with various vocabulary words that involve children's cognitive processes b) The storytelling method can also build children's interest in learning and train focus/attention to children so that understanding and expansion of words grammatically. c) Using the storytelling method in developing early childhood language can also improve children's skills for listening, listening, speaking, and writing (Azhari, 2021).

Soejiningsih (Soetjiningsih, 2012)that based on the theory of language development consists of three views. First, learning theory (Learning Theory), the principle of this theory is that language development is the result of environmental influences and not innate. This theory is based on the opinion that children are born with no abilities, so they need to be treated in the learning process. This learning process is through imitation, modeling, and/or learning with reinforcement (Hetherington, 1998, Mussen et al, 1984, Monsk et al, 2001). Language development in children does not necessarily arise by itself, but is raised by establishing verbal communication with their environment.

Parental motivation and intervention in children's language development will facilitate and accelerate children's language development through language development carried out by parents in a directed, planned and sustainable manner. As someone who is responsible for the growth and development of children, parents are expected to be sensitive and active in helping children

complete one of their developmental tasks, namely honing language skills (Anggraini, 2021) reveals that parents as members of the family and environmental system are a microsystem in which direct interaction occurs between children, parents, and peers. The family environment, especially parents, has an important role in optimizing the growth and development of children. Parenting, care and education of children cannot go in one direction, according to Brooks (2011: 185) these three things are a process of interaction between parents and children, a process in which both parties influence each other, changing each other when the child grows into a child. mature.

CONCLUSION

The teacher's perception of children with speech delay has the characteristics 1) does not make sounds, 2) cannot name letters, words correctly, 3) can only say a word or two, 4) always uses sign language, 5) is less able to socialize with peers and older people, 6) less able to control oneself and emotions, 7) difficulty concentrating, and 8) thinking and acting slowly.

Because children experience delays in speaking and cannot produce language, it will be difficult for children to socialize and get along with friends and their environment. Besides that, due to delays in speaking, children are also slow and have difficulty catching and understanding other people. It is difficult to communicate, does not make the right sounds or words, is slow in understanding something, results in the social development of children, namely children who become victims of bullying by their peers. The cause of delays in children's speech is dominated by a lack of parental involvement in parenting, so that children are often neglected and often given gadgets and excessive television viewing to become playmates.

Strategies that teachers can do at school to deal with children who experience speech delay are 1) inviting parents to cooperate in stimulating children such as inviting children to talk and limiting children from playing gadgets, and 2) stimulating children with various approaches. These approaches are a) inviting children to talk, b) repeating words, c) inviting children to do jaw support activities such as blowing balloons, blowing tissues, blowing bubbles, blowing small balls, etc., d) helping repeat words that are wrong and inappropriate, e) invite children to often play with their peers, and f) invite children to express their opinions. The method that can be used by the teacher in dealing with children with speech delay is to use the role playing method and the storytelling method. Both of these methods can hone children's language skills to produce language, words and sounds. Cooperation between teachers and parents is also important in helping children to be able to speak. One of the factors that influence children's language acquisition related to children's social development is parental involvement in parenting. Parental motivation and intervention in children's language development will facilitate and accelerate children's language development through language development carried out by parents in a directed, planned and sustainable manner.

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