

SYSTEMATIC LITERATURE REVIEW: PSYCHOLOGICAL CONCEPTS OF LEARNING IN HANDLING SPEAKING DELAY IN EARLY CHILDREN

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Keywords	Abstract
<p>Speech delay Early childhood Psychology of learning</p>	<p><i>Language learning for early childhood is directed at the ability to communicate, both orally and in writing. However, in reality there are still early childhood who have speech delays. The purpose of this review article is to review various journal articles regarding the handling of speech delay in early childhood. The method used is a literature review method with reference sources obtained from the Publish or Perish 7 program and Google Scholar. The criteria for articles used as references are journals published during 2015-2021 and full text can be accessed. The results of the selected article review stated that the teacher's efforts in handling speech delays in early childhood were the teacher doing classroom management, applying modeling methods, correcting word errors, inviting children to tell stories and using body movements, and selecting appropriate and interactive learning methods. Parents' efforts in handling speech delays in children are by increasing parents' knowledge about the concept of speech delay and having good storytelling skills, parents must know 10 signs of a child experiencing speech delay. Handling speech delay in children requires collaboration between schools, parents and the environment to help improve communication between children and their environment.</i></p>
<p>Corresponding Author Eny Purwandari Magister Psikologi Muhammadiyah University of Surakarta Indonesia Email: eny.purwandari@ums.ac.id</p>	<p><i>Pembelajaran bahasa untuk anak usia dini diarahkan pada kemampuan berkomunikasi, baik secara lisan maupun tulisan. Namun, pada kenyataannya masih ada anak usia dini yang mengalami keterlambatan bicara. Tujuan dari artikel review ini adalah untuk mereview berbagai artikel jurnal mengenai penanganan keterlambatan bicara pada anak usia dini. Metode yang digunakan adalah metode literature review dengan sumber referensi diperoleh dari program Publish or Perish 7 dan Google Scholar. Kriteria artikel yang dijadikan referensi adalah jurnal terbitan 2015-2021 dan full text dapat diakses. Hasil review artikel terpilih menyatakan bahwa upaya guru dalam menangani keterlambatan bicara pada anak usia dini adalah guru melakukan manajemen kelas, menerapkan metode pemodelan, mengoreksi kesalahan kata, mengajak anak bercerita dan menggunakan gerakan tubuh, serta memilih pembelajaran yang tepat dan interaktif. metode. Upaya orang tua dalam menangani</i></p>

keterlambatan bicara pada anak adalah dengan meningkatkan pengetahuan orang tua tentang konsep keterlambatan bicara dan memiliki keterampilan bercerita yang baik, orang tua harus mengetahui 10 tanda anak mengalami keterlambatan bicara. Penanganan keterlambatan bicara pada anak membutuhkan kerjasama antara sekolah, orang tua dan lingkungan untuk membantu meningkatkan komunikasi antara anak dengan lingkungannya.

INTRODUCTION

The period that babies go through and early childhood is an important time for a child's development to the next stage. This period is often referred to as the Golden Period or the Golden Years because each individual begins to feel sensitive to the surrounding environment along with the growth and development of children (Yusuf, 2012). Language development in early childhood is often interpreted as one aspect that arises from the expression of children's thoughts accompanied by signs of increasing children's abilities and creativity. Language skills in children are intended so that children can communicate what they think verbally with the people around them (Kartono, 2007). The ability of early childhood in learning languages can be directed at the ability to communicate, both orally and in writing (symbolic). Children who have gone through the learning process will naturally learn language from their interactions with other people, namely by expressing their thoughts, desires, and understanding the thoughts and desires of others.

The psychological concept of language learning in language skills can have an orderly relationship. Children in their childhood will learn to listen to the language, then begin to speak which was learned before entering school (Hamdun, 2006). Hamdun (2006) further explained that after listening and speaking, children will learn to read and write what they learned at school. At school at the age of Kindergarten (TK) the development of children's speech is very important, this is a way for children to interact with people around them and can play correctly and clearly so that what is conveyed by children can be understood by the people around them. At the age of kindergarten, he has started to dare to speak, willing to answer the questions given, able to tell stories about events that occur around him in a simple way. Children's speech development can be stimulated and optimized with simple activities, such as singing, inviting children to talk about things that children like. Therefore, parents have an important role in developing children's speaking skills. Parents can interact with interesting and fun activities. In fact, we often find children around us who have speech impediments. Children do not feel brave to speak until something makes a mistake, the cause of the obstacles that occur can come from the child's own physical such as poor speaking tools, children's emotions, children's lack of confidence in the surrounding environment, as well as errors or weaknesses in learning to speak (Sukmadinata, 2007). This causes the child to experience delays in speaking.

Experts have discussed many forms of speech disorders, one of which is speech delay in children. Speech delay refers to the condition when the child's speech is not in accordance with the child's development, which is characterized by speech sound patterns (Sunderajan & Kanhere, 2019). Speech disorders in children have various causes and forms. Speech delay is the highest and most common form of speech disorder (Hockenberry et al., 2017). Speech delays in early childhood can be characterized by unclear pronunciation of children and when communicating children only use sign language, this makes people around children less able to understand what they want to convey, even though children can understand what people are talking about. Children are

not able to string words when speaking fluently using simple sentences. Children still have low vocabulary mastery, let alone lack of mastery in children's language development (Sari et al., 2018). If the child experiences various signs of speech delay, parents should be alert to immediately detect it completely by checking the child's development according to the child's developmental age (Campbell et al., 2003).

Speech delay is also one of the symptoms that occur in children with autism. Autism is a developmental disorder in children that affects verbal and nonverbal communication disorders and children's social interactions. In general, children with autism will experience disturbances in language development, have abnormalities in speech, and experience disturbances in nerve function. Delays in speaking accompanied by language disorders will cause autistic children to look difficult to communicate and unable to understand other people's conversations (Leki et al., 2019).

The cause of speech delay in early childhood or in autistic children can come from the family. This is in accordance with the research results of Yudina et al. (2019) that the role of the family, especially parents, is related to speech delays in early childhood. Early childhood who attend speech therapy need active participation of parents in their task of correcting and supervising children's speech development. Falkus et al. (2016) stated that the positive effect of parent-child interaction with speech delays will accelerate the development of their child's language so that the bond between parents and children will certainly be stronger, because of the intense interaction.

The results of the above study indicate the need for appropriate treatment from an early age so that children do not experience speech delays, including for autistic children who have speech disorders. Handling this speech delay can be done through therapeutic methods, including oral motor therapy, modeling methods (role method), learning while playing, and behavioral therapy methods. The method used by speech therapists depends on the problem at hand, and differs depending on the setting (Manipuspika & Sudarwati, 2019). Speech therapy is a form of psychotherapy where the therapist can intervene in the child's needs by considering the child's health or disability. In addition to these factors, the therapist needs to pay attention to the culture and values that exist in the child's family. This is a consideration for developing therapeutic services that can be adjusted between the therapist and a parent's habits (Marshall et al., 2007). The involvement of parents in the speech therapy process in children can provide progress in speech therapy for autistic children. This is because parents are the ones who best understand the condition of children's development and what obstacles are shown by the child. The closeness of parents with children must always be maintained so that parents will not experience difficulties in teaching children.

Speech delays in children also occur because they do not get a stimulus in two-way communication. The results of the study show that at home parents are busy so they rarely invite children to communicate which affects the child's slow speech development (Istiqlal, 2021). This was also conveyed by Perry et al. (2018), that if at this age the child is not given sufficient stimulus and environmental support, it will have an impact on the child's speaking ability. When parents provide a lot of vocabulary to children, it allows the child can be actively encouraged in a conversation, so that the child's speaking ability, clarity of pronunciation of a word, arrangement of words in sentences, and also the increase in the child's vocabulary will continue to be well honed.

Based on the findings of previous studies above, it can be concluded that the family, especially the parents, has an important role in handling speech delays in early childhood. In addition, the role of the teacher as a substitute for parents in the play group also affects the development of children's speech. Based on the background of the problem above, the purpose of writing this article is: To find out the right method that can be used by parents and teachers in dealing with the problem of speech delays in early childhood.

METHOD

This study aims to examine scientific articles that discuss how to handle speech delays in early childhood. The articles reviewed in this study have gone through three stages, namely: (1) article search; (2) theme mapping; and (3) analysis.

Articles are searched through the following stages: 1) through publish or perish software with the google scholar database, articles are searched with the keywords "speech delay", "children" and "handling" published from 2015 to 2021 with search results there are 75 journals, 2) based on the purpose of this study, of the 75 journals that have been found, then re-selected and taken 8 journals for analysis, and 3) the search results are then stored with the type of RIS / Reference Manager, which will later be used for the theme mapping stage. At the theme mapping stage, the articles that have been searched are then entered into the Vos Viewer software to see the results of the analysis of the theme groups and display the interrelationships of the emerging themes.

The data analysis stage is the stage to produce data that answers the research questions. In addition, at this stage the analysis focused on cluster analysis, mapping the themes of handling speech delays in early childhood. Based on the 75 journal articles analyzed, it resulted in the concept of handling speech delays in early childhood which was associated with psychological theory approaches and the latest research results.

RESULT

Linkage and Theme Clusters

Based on 75 journal articles that have been selected and gone through a review process using the VOSviewer application to obtain a collection of related theme clusters (Figure 1). The result is that there are 5 clusters represented by 5 different color codes, according to the themes that emerged from these journals.

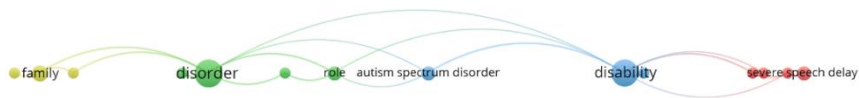


Figure 1. Review Process Using the VOSviewer Application

Based on the search for journal articles related to the handling of speech delays in early childhood, 8 journal articles were obtained that were in accordance with the research topic. The review of the journal articles can be seen in the table below.

Table 1. Analysis Result of Review Article

No	Researcher	Sample	Research methods	Handling Results
1	Taseman et al. (2020)	Kindergarten students	Qualitative (descriptive)	Handling speech delays can be done through special private lessons from the teacher through gestures, hands and lips. Additional equivalent learning to get to know more words, compose words, and speak and communicate.
2	Fitriani & Prayogo (2019)	Teachers who teach children with speech delays aged 4-6 years & therapists	Qualitative	Improve teacher competence. The teacher's way is: classroom management, teacher modeling, small group opportunities, large group opportunities
3	Rustan (2019)	students, parents and teachers	Qualitative (case study)	Implement appropriate two-way communication strategies from parents and teachers. Parents: speak slowly and clearly, regularly invite to talk and use hand gestures. Teacher: corrects misspelled words, invites stories and uses body movements.
4	Istiqlal (2021)	Kindergarten B	Kualitatif (studi kasus tunggal)	Teacher: give stimulus to the child to speak with a larger portion. Cooperating with parents so that children can express their desires more optimally.
5	Amalia & Satiti (2020)	Parents and accompanying teachers	TOT (Training of Trainers)	Parents: know about the concept of speech delay and have good storytelling skills. The availability of supporting facilities, namely story books. Teachers and parents can monitor children's communication skills.
6	Fauzia et al. (2020)	Preschool kids	Literature study	Parents should know the 10 signs of a child experiencing speech delays, knowing the causes of primary (unknown) and secondary (already known) speech delays. Secondary speech delays are easier to treat because the cause is known. Primary speech delays need some tests to be done.
7	Alfin & Pangastuti (2020)	Children aged 5 and 12 years	Qualitative (case study)	The selection of appropriate and interactive learning methods can help cure children with mild speech delays and help children with moderate and severe speech delays to better adjust, of course, plus therapeutic assistance from experts.
8	Fitriyani et al. (2019)	9 year old children	Qualitative (case study)	Handling speech delays in children requires collaboration between schools, parents and the environment to help improve communication between

Based on the journal searches that have been carried out, it was found that several treatments that can be done to deal with the problems of children who experience speech delays include: providing a stimulus so that children speak with larger portions, establishing two-way communication regularly, speaking slowly and clearly supported by movement body, correcting word pronunciation errors, adding private lessons in recognizing words, compiling words, speaking and communicating, and cooperation between parents and teachers in monitoring children's communication skills.

DISCUSSION

The concept of learning psychology has illustrated that the language development of each individual has started from humans before being born, namely when they were still in the form of a fetus. Through the intrauterine tract, the child has been exposed to human language while still a fetus, 6 words from the mother that are heard every day and biologically these words "enter" the fetus and are "embedded" in the child's fetus (Hamdun, 2006).

Chomsky (in Subyakto, 1998 and Adriana, 2008) a normal child will acquire his first language in a relatively short time at the age of about 2-6 years. This happens not because the child gets a stimulus (stimulus) only, then raises a response, however, this is because each individual has been equipped from birth (innate) with a set of equipment (device) that allows individuals to acquire their first language, which he calls a language acquisition device (LAD) or 'language acquisition equipment'. This is what distinguishes humans and animals, and is a characteristic of the acquisition of human language, compared to other forms of non-language behavior of creatures.

Language development in children is influenced by many things, especially in family care and stimulation provided both from the family environment and the surrounding environment, including schools (Fitriyani et al., 2019). Erikson in his theory of psychosocial development has explained that developmental tasks in the life span must be carried out properly (Papalia & Solberg, 2008). This includes language development in early childhood. Children's developmental tasks that cannot be resolved properly will affect the development of the child's next life, including the development of children with speech delays. Conditions like this need to be made efforts for proper handling based on the condition that is being experienced by the child (Tarshis et al., 2007). Handling efforts must be carried out periodically and good communication occurs between the school and parents or family. This is intended so that children still get the right treatment to support the expected ability improvement.

Teacher's Role in Handling Early Childhood Speech Delay

Every individual will not be able to escape from a situation in the language learning process. The situation will determine what activities will be carried out in order to learn language which will affect and determine what language learning activities will be carried out later (Hamdun, 2006). As an educator, the teacher has an important role by providing efforts to treat children with speech delays. What teachers can do is to provide a form of stimulation and appreciation to children for every ability they have (Sayeski et al., 2017). This is like the results of a journal review from Istiqlal (2021) that teachers provide a stimulus to speak to children who have speech delay disorders with more portions than other friends. Kurniasari & Sunarti (2019) stated that language stimulation is an activity to stimulate children's language so that children have optimal development. Every child needs to get regular stimulation as early as possible and continuously and this can be done by mothers, fathers, caregivers, and their closest relatives. Lack of stimulation can cause permanent language impairment (Fauzia et al., 2020).

Children's language skills can only be acquired and mastered through practice and lots of practice (Hamdun, 2006). Teachers can provide continuous stimulation by providing opportunities for children to reflect and increase self-confidence. An increase in self-confidence in children will increase children's motivation in speaking (Hoover et al., 2011). In addition, teachers can use various approaches, one of which is by giving special private lessons, as well as through gestures, hands and lips (Taseman et al., 2020). Teachers can guide, direct, stimulate abilities, potentials and interests and talents that exist in children (Khoiriyah et al., 2016). Teachers can also provide additional equivalent learning so that they know more words, compose words and speak and communicate (Taseman et al., 2020), in this way teachers do not take long and can be done, such as communicating or interacting with children with disabilities. speech delay to be done gradually and slowly assisted by peers.

Handling children who experience speech delays during learning is that teachers can manage classrooms, apply modeling methods (Fitriani & Prayogo, 2019), teachers correct pronunciation errors, invite stories and use body movements to children who have speech delay disorders (Rustan, 2019), and the selection of appropriate and interactive learning methods so that they can help heal children with speech delays (Alfin & Pangastuti, 2020).

The Role of Parents in Handling Early Childhood Speech Delay

Parents have more interaction time with their children in their daily life. Based on the results of research, the average time between parents and children is 10 hours face-to-face (Davis et al., 2015). The time used is considered sufficient for the child to be used in the learning process, expressing emotions, and socializing. Hurlock (2011) explains that the existence of a fairly intensive time will provide an increase in children's speech skills. Families, especially parents who have healthy relationships with children (full attention and affection from both parents) can facilitate language development (Adriana, 2008).

Efforts made by parents in handling speech delays in children are by increasing parents' knowledge about speech delay disorders. This is like the results of a journal review from Amalia & Satiti (2020) that parents need to know about the concept of speech delay and have good storytelling skills. In addition, the availability of supporting facilities, namely story books as a medium for communicating with children in teaching speaking. According to Fauzia et al. (2020), parents must know 10 signs of a child experiencing speech delays, knowing the causes of primary (unknown) and secondary (already known) speech delays. Secondary speech delays are easier to treat because the cause is known. Primary speech delays need some tests to be done. Parents can also train children to speak correctly, slowly and repeatedly, while the child is speaking always pay attention to the grammar spoken, and involve the child speaking in every situation by correcting the child's pronunciation that is still wrong and regularly consulting a doctor or psychologist. children to know the development of children (Khoiriyah et al., 2016).

The various efforts made by the parents above are a form of developmental task in accordance with the theory of Maglaya (2004), namely regarding the task of developing family health (Janowitz et al., 2012). Families choose various efforts in solving problems that are being experienced. The closeness of parents with children can influence and motivate children to improve their speaking skills (Lunkenheimer et al., 2007). So it can be concluded that the closeness of children with their parents will increase the efforts of parents in solving children's problems in cases of speech delays with the aim of increasing the child's verbal capacity in speaking.

Fostering Collaboration between Teachers and Parents

The various efforts made by teachers and parents above will be very difficult to succeed if there is no cooperation from both of them. The cooperation of teachers and

parents is very important to teach children to speak consistently, so that what is taught by teachers at school can be applied by parents to children at home.

Istiqlal (2021) states that teachers need to work with parents so that the handling of speech delays in children is more optimal. Teachers and parents can monitor children's communication skills (Amalia & Satiti, 2020). This is also reinforced by research conducted by Fitriyani et al. (2019) that handling speech delays in children requires collaboration between schools, parents and the environment to help improve communication between children and their environment.

CONCLUSION

Based on the review of journal articles that have been carried out above, there are several conclusions that can be conveyed as follows:

The handling of speech delays in early childhood by the teacher is that the teacher can manage the class, apply modeling methods, the teacher corrects word pronunciation errors, invites stories and uses body movements to children who have speech delay disorders, and the selection of appropriate and interactive learning methods so that they can help cure children with speech delays.

Efforts made by parents in handling speech delays in children are by increasing parental knowledge about speech delay disorders, parents need to know about the concept of speech delay and have good storytelling skills, the availability of supporting facilities, namely story books as a medium for communicating with children. In teaching speaking, parents must know the 10 signs a child has a speech delay. Handling speech delays in children requires collaboration between schools, parents and the environment to help improve communication between children and their environment.

Based on the conclusions above, the advice that can be conveyed to parents is that parents should always motivate children and accompany children to do therapy in order to increase children's speaking skills. Teachers and parents need to get used to inviting children to communicate without using baby language or abbreviating words.

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