

PARENTS' EFFORTS IN SUPPORTING A CHILD WITH SPEECH DELAY

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Abstract

Language of a child continue to develop in accordance with stimulus from the surrounding environment particularly families (parents), teachers and community. This study aims to identify speech delay in terms of efforts of parents in stimulating their child by using a case study approach. Early intervention of the parents is critical for children with speech and language delays, as it can prevent further developmental delays and improve their communication skills. Parents play a crucial role in their child's language development and can make a significant difference by providing a supportive and stimulating environment for their child to learn and practice language skills. The participants in this study were child and parents and the data were collected through observation and interview. The results of this study indicated that the type of speech delay found were speech and language expressive disorder. The factors which contribute to speech delay are the lack of parental stimulation, the use of gadgets, the type of program the child watch on his gadget and the use of language in the program he watched. The study also discussed the efforts made by parents in stimulating child's language development including changing the style of communication (speaking softly and repetitively, not responding if only pointing or giving gestures when asked to respond, always involving child in speaking, changing the type of questions from YES/NO to WH questions), reading story before going to bed and asking child to respond by various questions, inviting child to play, always giving a picture book and color pencil and asking the child's work, and inviting child to therapy to a pediatrician on a regular basis once a week for 1 hour.

Keywords: *Parents' effort, Speech Delay, Language development*

Introduction

Children are a gift that is expected for all parents and they want the best for their children. At an early age, children's growth and development is growing rapidly. Therefore this period is called the potential period that parents need to pay attention in order to guard and direct children optimally in accordance with their potential. But it is known that not all children can develop according to the parents' expectations because some children have

obstacles and limitations in certain things, including speech delay. In life, speaking is a very important thing and is someone's necessity in communicating with the social environment.

The term speech delay is one of the many obstacles that are often encountered in early childhood. The problem of speech delay to children is a serious problem that must be solved immediately because it is one of the causes of developmental disorders most often found in children. Speech delay can be seen from the accuracy of the use of words, which are characterized by unclear pronunciation and communication can only use sign language, so that parents and people around them are less able to understand the child, even though the child can actually understand what people are talking about.

Speech delay involved psychiatric problems and behavioral disorders such as parenting infrequent communication occurs, watch television, gadgets, use bilingual language, development disorders of the brain, and interference in hearing.

A speech delay is one of the causes of developmental disorders in child language. According to Hurlock (in Anggraini 2011: 30) it is said that the rate of speech development of children is said to be late that age is the same and can be known from the accuracy of the use of the word. Unlike his peers, he is difficult to use words so that he can only communicate through gestures and speech styles. The cause of speech delay varies; one of the reasons is the use of gadgets.

Research suggests that there may be a relationship between speech delay and bilingual language learning. Children who are learning two languages simultaneously may experience a delay in speech development compared to monolingual children. This delay is often temporary and can be attributed to the child's need to process and learn two languages at the same time.

However, it is important to note that bilingualism itself does not cause speech delay. Instead, it is the complexity of learning two languages that may contribute to a delay in speech development. It is also important to

note that not all bilingual children will experience speech delays, and many bilingual children develop language skills that are at least as strong as those of their monolingual peers.

The definition of bilingual language learning is when the children grow up in a bilingual environment and they should have the ability in using two languages. By the end of five years old, those children usually have both languages proficiency. Bilingual children have greater mental flexibility. They have better linguistic and metalinguistic abilities. In addition, bilingual children also have greater abilities in concept formation, divergent thinking, general reasoning, and verbal abilities. On the other hand, bilingual children often need more time when dealing with a range of activities and tasks, for example, mathematical tasks.

To help children who have language expressive disorder, parents can invite their children to do language disorder therapy. Usually, parents are asked for some information to analyze the cause of the delay in the child's talk. After getting conclusions, they can provide appropriate training to the child's problems. However, this training is usually done for approximately eight weeks to get effective results.

When the language development of a child experiences delays, parents may not guess or conclude earlier about the cause of speech delay to the child before listening to input from people who are truly experts in their field. The therapist will diagnose and provide interventions that are appropriate to the child's needs.

At follow-up visits, the therapist will convey the progress of the child's development after getting treatment. Parents should always be positive for the smallest progress of the child and stop comparing it with friends of their age. Comparing children with normal friends of his age can indirectly hurt a child's feelings. Parents should focus on the therapist's input regarding what parents can do at home to help stimulate child development.

There are some characteristics of children based on psychological development: Children learn by doing, when they learn something, it will be more remember if they do with movements which have meaning of

supporting things they learn. They get difficult to differentiate the concrete and abstract concepts. Therefore when introducing new vocabulary, teacher should begin with the concrete. They can get the best result of learning if motivated well and actively in learning process. They respond to meaning even if they do not understand individual words. They often learn indirectly rather than directly, learn from everything around them rather than only focusing on the precise topic they are being taught. Their understanding comes not just from explanation, but also from what they see and hear and interact with.

Some of the most common terms are functional articulation disorder and developmental phonological disorder; hybrids such as articulation/phonology disorder; and less theoretically committed terms such as multiple phoneme disorder, speech delay, or intelligibility impairments. Speech disorders of unknown origin with onsets during the developmental period are divided into the two classifications namely speech delay and questionable residual errors.

Speech delay is characterized by age-inappropriate speech sound deletions and substitutions, typically affecting speech intelligibility. Children with such patterns often have concurrent deficits in language, and some have later deficits in reading and/or spelling (Shriberg & Kwiatkowski, 1994). On the other hand, questionable residual errors are characterized by speech errors limited to clinical distortions (Shriberg, 1993) of one or more fricative, affricate, and/or liquid sounds. This classification category is termed questionable because the relevant literature indicates that such distortion errors are age appropriate during the 3-year period from 6 to 9 years of age.

The Speech Disorders Classification System (SDCS), a well-developed diagnostic system was used to identify children with speech delay of unknown origin. The SDCS is age referenced, with classification criteria for speech delay differing for each of eight age groups. The SDCS classifies a 3-year-old child as having speech delay if a transcriber can gloss 75% or fewer of the words in a continuous speech sample, or if the speech sample

contains errors not expected of a 3-year-old child (e.g., not producing the bilabial consonants /p, b, m/ in the initial position of words (Campbell, et al., 2003).

Children are attracted to animation and music from the screen, thus, gadgets is always an alternative method for the "babysitter" to keep the children quiet. They interact with the screen instead of with their parents or peers. Such a phenomenon can cause speech delay, sleep problems, weak social skills, and even brain damage, especially to younger children (NAEYC, Fred Rogers Canter, 2012).

According to Maulida (2013), there are signs of early childhood addicted to gadgets: Loss of desire to move; Talk about technology continuously; Tend to frequently refute an order if it prevents them from accessing the gadget; Sensitive or easily offended, causing a mood that is easy to change; Selfish, it's hard to share time in using gadgets with other people; Telling lie frequently, in other words, children will do anything to still be able to use the gadgets even though it interferes with their sleep time.

Shriberg, Tomblin & McSweeny (1999) found that the prevalence of speech delay in 6-year-old children was 3.8%; speech delay was approximately 1.5 times more prevalent in boys (4.5%) than girls (3.1%); cross-tabulations by sex, residential strata, and racial/cultural backgrounds yielded prevalence rates for speech delay ranging from 0% to approximately 9%; comorbidity of speech delay and language impairment was 1.3%, 0.51% with Specific Language Impairment (SLI); approximately 11–15% of children with persisting speech delay had SLI; and (f) approximately 5–8% of children with persisting SLI had speech delay.

Another study from Campbell, et al., (2003) of one hundred 3-year-olds with speech delay of unknown origin and 539 same-age peers were compared with respect to 6 variables linked to speech disorders: male sex, family history of developmental communication disorder, low maternal education, low socioeconomic status (indexed by Medicaid health insurance), African American race, and prolonged otitis media. An abnormal hearing was also examined in a subset of 279 children who had at

least 2 hearing evaluations between 6 and 18 months of age. Significant odds ratios were found only for low maternal education, male sex, and positive family history; a child with all 3 factors was 7.71 times as likely to have a speech delay as a child without any of these factors.

Suharti (2017) explained the efforts undertaken process carried out in LaaTahzan Islamic School Cirebon by doing a qualitative case study. The main data sources of her research were the principal, teachers, and students in Playgroup and Kindergarten LaaTahzan Islamic School Cirebon. Collecting data using the method of observation, interview, and documentation and she found that children are not only able to speak but can also understand the meaning of the spoken word and use it in the context of the right simple sentence. Besides parents, teachers at school can help to provide treatment for children with speech delay by giving treatment one of them by doing regular habituation and a conducive environment.

Gunawan & Nurihsan (2017) explored the father's perspective in children with speech delay problem by using a qualitative approach and using Interpretative Phenomenological Analysis (IPA) to analyze the data. There are three respondents involved in their research where two respondents are in Bandung and one respondent is in Jakarta, Indonesia. They did an in-depth interview to collect the data and then transcribed and analyzed the data for the research result. Then the results showed that all respondents have inadequate knowledge of speech delay problem and they thought that their child interaction with the gadget is detected as the cause of speech delay. Thus, it is really needed to improve fathers' understanding both on the speech delay issue and their roles in parenting.

Based on the background of the study above and four previous studies from Shriberg, Tomblin & McSweeny (1999) highlighted the prevalence and comorbidity rates of speech delay and language impairment, as well as factors such as sex, residential strata, and racial/cultural backgrounds that may contribute to speech delay. Campbell, et al., (2003) discussed a study on variables linked to speech disorders, such as family history, maternal education, and male sex. Suharti (2017) presented a case

study of efforts to address speech delay in a school setting and Gunawan & Nurihsan (2017) paragraph explored fathers' perspectives on speech delay and the need to improve their understanding of the issue.

Overall, these previous studies provide insights into the prevalence, factors, and interventions related to speech delay. However, the objective of this current study is to describe the effort of parents in solving the problem of a child's speech delay related to the addiction of gadget which is not describe briefly and specifically in those previous researchers.

By doing this research hopefully, it can give an understanding about speech delay of children, the influential factors as can be seen from psychological view and the effort of parents to solve the problem of speech delay. In addition, this research hopefully can give theoretical contribution to the science particularly children developmental psychology and psycholinguistics.

In Addition, this research can give benefit for parents to pay more attention to various factors that hamper children development task particularly the factors that related to speech delay so that it can be minimized. Thus, children can grow normally and the effort of parents to help the children in solving their problems can be done well. Furthermore, this research can be provided for the readers in facing and giving the treatment towards speech delay cases of children better and wiser based on competence.

Method

This research is a descriptive qualitative research in the form of a case study. Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential qualitative research. This research tries to explore the effort of parents in solving the problem of a child's speech delay related to the addiction of gadget.

The subjects of the study were parents and child who suffered

speech delay. This research was conducted at Banjarmasin to one of the families who have a child who suffered speech delay. The primary data was collected through observation and interview. The observation was administered to the child who suffered speech delay and an interview was applied to parents.

Dealing with the data analysis, the primary data are gained from the result of the observation and interview. It is analyzed qualitatively to see the effort of parents in solving the problem of a child's speech delay related to the addiction of gadget. After data is processed, then the writers analyzed all the obtained primary data that related to the parents effort toward their child who suffered speech delay and write the data in form of description.

The data were analyzed using thematic analysis to identify themes and patterns related to the parents' efforts in solving their child's speech delay problem. The analysis revealed several themes, including parents' awareness of the speech delay problem, their understanding of the causes, their attitudes towards speech therapy, their strategies to limit gadget use, and their efforts to encourage their child to communicate. In addition, data analysis is the process of systematically searching pattern and arranging data in such a way so that the data will be understandable (Bogdan & Biklen, 1998: 157).

Results and Discussions

Based on the results of observation and interview on the subject (child and parents), it has been obtained the data about the delay in child language development indicated with the characteristics of not being able to respond to peers, parents or surrounding adults, tends to be quiet, error word pronunciation and sentence, has not been able to speak clearly, rigid, stammering because of the lack of vocabulary mastery, as well as confusion in expressing language in the oral form. There are some factors related to speech delay include:

1. Lack of parental stimulation.

In language acquisition, a stimulus is a very important language input. In this case study, data was obtained that both parents of RS worked in one of the colleges and at the same time they had a position in the faculty that influence the allocation of shared time, quality of parenting and stimulation to children.

2. The use of gadgets.

Initially, parents argue that a lot of positive content that can be watched by the child when given gadgets especially on YouTube applications such as children's songs, children's animated movies, etc. In addition, gadgets are also very helpful to distract the child's attention and when the parents are busy. But over time, the child becomes dependent with the gadget, spending the day-by-hand only by holding the gadget either to preview YouTube or play games. Children become anxious when parents take or save their gadgets

3. Types of shows on gadgets

It has been known that at the time of using the gadget, RS often use the YouTube app to watch children's song videos and animated movies children in English. With the lack of first language stimulation from parents, accompanied by the daily life of RS holding a gadget with foreign language spectacle made him better understand foreign language than the language in his environment. It is then becoming an obstacle for him in socializing with his peers at the PAUD board.

In addition, the efforts that have been done by parents to stimulate children's language development are:

1. Changing the style of communication with the child such as speak softly and use repetition, do not respond to the child if he is only pointing or giving a gesture when he is asked to respond, always involve the child in speaking, change the question type of Yes-No questions to WH question,

2. Read stories to the child before bedtime and ask him/her to respond to the story with questions that parents have given. The questions can be like *"why did monkey have no friends? Why do turtles cry? Is it good to be like*

that? Why? Do you like the story? What kinds of story that you want for tomorrow? And so on.

3. Invite the children to play, such as playing sand, Lego and puzzle but this does not last long because parents have a limited time allocation to invite and accompany the children to play.
4. Invite the children to the library to read the book that he likes. RS loved the solar book and Dora. The books are in Indonesian and English so that RS is easy to understand.
5. Always give him a picture book and colored pencil in the bag and ask him about his work.
6. Initially, the parents applied a time restriction on all children in the use of gadgets and turned off Wi-Fi at home, but this could not last long because the other children had to work on school assignments and the parents also had to do many things. So the other alternative that the parents did is said that gadget is missing. This made RS could not use gadget but eventually, he decided to use parents' laptop instead. However, RS would stop in using a laptop when parents want to use it and lights turned off. Therefore, this can be a limited screen time for RS.
7. Take children therapy on a pediatrician regularly once in a week once for 1 hour.

Those efforts required a long process, not as easy as reversing the palms. At first, the child only responds with a gesture, an angry smile because the parents did not respond if he did not give the word. Slowly but sure, now the child is in the second grade of elementary school and has already shown a lot of developments. He has given a response although he used more English than Indonesian and regional language, the child very quickly understands the symbol and already can read and write.

Based on the research results obtained in the field, the subject of the study showed the existence of characteristics of child disorders in speech such as not much speech (tends to be quiet), has not been able to speak smoothly, lack of mastery of vocabulary, the error pronunciation of the words, the disclosure of unclear sentences, lisp and not be able to focus

(concentration) at a predetermined time. This is in accordance with the statement of Charman & Baird (2002) "in general the 2-year-old has been able to speak clearly, precisely and straightforward. If at that age the children had not obtained the ability, they had a slight speech delay".

The Identification of Speech Delay Case

The above characteristics included the type of child who has impaired Speech and Language Expressive Disorder where the child will be easy to understand the words of an adult but the child experiences difficulty in responding. This causes the child to be difficult in expressing their feelings. In accordance with the statement Santrock (2009:263) that the expressive language involves the ability to use language in expressing one's thinking and communicating with others, some children can easily understand what they are saying, but they have difficulties when they attempt to respond and reveal themselves.

Factors affecting children's speech development

One of the most common and most serious causes of speech delay is the inability to encourage a child to speak, even at the time the child begins to babbling. If the child is not encouraged to do, it will impede the use of vocabulary and they will continue to lag behind the friends of their age who are encouraged to speak more (Hurlock, 1978:195-196). This opinion is supported by Soetjningsih (2010) stated that the child who gets stimulated and organized in speaking and communicating will be more rapidly developed than the child who is less or who do not get stimulation.

According to Pratiwi, Galuh, Iman Sumargono and M. Hidayatulloh (2018:720) Other factors that contribute to the child's speech delay is entertainment and environment such as watching television and Gadget and foreign language use factor at home that slows down the language of the mother tongue. For the case of RS, parents do not use foreign languages at home. Foreign languages are obtained from games and videos that are watched every day intensely from gadgets.

Nirwana, Mappapoleonro & Chairunnisa (2018) examined the use of gadget which influences early childhood speaking ability especially those in the age range of 3-4 years. They stated that 3-4 years old children generally have enthusiasm in speaking; their curiosity tends to be greater, such as telling something that happened around them to the closest person. However, the presence of gadget in this digital era has negative influences on their speaking ability. The result obtained in their study indicates that the use of gadget can delay the children speaking ability; especially children aged 3-4 years.

In addition, Tan, Mangunatmadja & Wiguna, (2019) stated that delayed gross motor development, exclusive breastfeeding for less than 6 months, the media exposure for more than 2 hours daily, and poor social interaction are risk factors for delayed speech development in children.

The efforts of parents in Helping A Child with Speech Delay

The first education obtained by the child is the education of a family especially parents; this is because parents are the first to follow the stage of development of children from the womb until birth until the child grows to adulthood. This corresponds to Soelaeman's statement (1994:182) that the family is referred to as the first educational environment not solely for reasons of chronological order or reason, but rather more of *intensity* and *quality* of influence that the child receives, as well as *responsibility* carried by the parents in relation to the education of his son.

In the case of speech delay, parental stimulation to the child is very important. Always inviting a child to communicate is the most major stimulus in helping a child. Sometimes people are confused on how proper stimulation is to the child and not realizing that often speaks quickly and always responds to children even if they have not delivered the wishes through the correct language indirectly makes the child have the opportunity to practice the language. Therefore parents need to change the style of communicating in the child, for example talking slowly and re-doing, not responding to the child if merely pointing or giving a gesture when asked to

respond, always involve the child in the talk, change the type of question Yes No questions to WH question. This is in line with Santrock (2009:74) that the support of children's language development is to practice speaking and always repeat the words to convey. In addition, parents and teachers must always actively engage them in conversations, ask questions to them, and emphasize the interactive language rather than the directive language.

Another alternative that parents can do is to read stories, books, and fairy tales to enrich children's vocabulary. According to Monalisa (2013:10), Children's language development can be improved by listening to fairy tales, so that the child is able to communicate with others. Reading stories or storytelling is a very fun thing for a child. Parents can do this during free time and before bedtime.

Stimulation can be given by parents with an intense conversation with children, and limiting television viewing, playing gadgets so that language acquisition directly related to the ability to talk through role models can be done selectively. The use of language for the stimulation of early childhood speech is more emphasized on the functional vocabulary that can be directly applied to the daily activities of children (Upton, 2012).

In addition, parents can also invite children to play with various objects to help their children such as playing sand, Lego, puzzle, drawing, coloring, and others. Kids playtime is a good time to train to communicate with the child. Many children experienced speech delay because of their very little vocabulary. To overcome this, parents can try to give a lot of objects when the children play which later indirectly add to the child's vocabulary. (<https://dosenpsikologi.com/15-terapi-anak-terlambat-bicara>).

Another research result of Situmorang & Hariyono (2017) showed the symbolical interactions about the method of communication between parents and their son who underwent speech delay; they used the theory of effectiveness in communication such as exercises and eye contact through each procedure. The result suggested parents should provide a favorable environment which supports their children's growth and development. In

addition, the parents can consult with doctors and psychologists, and attempted to search for information from the internet.

The last is consultation regarding the development of children with doctors and children's psychologists (Khoiriyah et al., 2016:45). Consult the experts cannot be ruled out so that parents can know the cause, monitor the development of children's language and get suggestions regarding stimulation of child development at home.

Conclusion

The most influential factors in speech delay were lack of stimulation from the parents because actually, the child did not have health, hearing, or intellectual problems at all. Moreover, the parents and child did not have quality time in acquiring and mastering the language. Next factor is the use of gadget because the child often is alone and spends his time in using the gadget and just gets one-way input without having a chance to practice the language acquired. Another factor is the child's shows when he used gadget which videos and games he watched were in English. The lack of stimulus in the regional language and making English that was obtained from the gadget in the same direction as the model that was emulated became one of the factors speech delay. Children using English are not perfect because they cannot practice maximally and sound strange by people around them who use different languages. Makes him more reluctant to hang out and talk.

In conclusion, the child in this study who suffered from speech delay had difficulty expressing themselves, had an inaccurate choice of words, and lacked vocabulary. However, the efforts made by parents in stimulating their child's language development, such as changing communication styles, reading stories, inviting the child to play, and regularly attending therapy sessions with a pediatrician, have shown positive results in improving the child's speech and language abilities. These findings highlight the importance of parental involvement in addressing speech delay and promoting language development in young children. The findings suggest that parents play a crucial role in addressing their child's speech delay, and

that limiting gadget use and providing a supportive environment can be effective strategies for improving communication skills. Overall, the qualitative data analysis provides valuable insights into the parents' efforts in addressing their child's speech delay related to gadget addiction.

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