



The Impact of Picture Story Method on Language Intelligence Ability for Early Childhood Children with Speech Delay

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Abstract

Children's speaking abilities can vary, both in speed and ability. Children are considered to have good language intelligence if they can produce sounds or sounds appropriate to their age level. However, disturbances in sound production, voice quality, or articulation may indicate problems in the child's speaking ability. The focus of this research is directed at implementing the picture story method for the language development of children with speech delay, how the early speech development of children with speech delay occurs, how the picture story method is applied, and how the speech development of children with speech delay occurs through the picture story method. In general, the aim of this research is to implement the picture story method to improve the language intelligence of children with speech delay. The method used in this research is a case study method with a qualitative approach to obtain comprehensive information. The subject of this research was a four year old child with speech delay. The results of this research can be seen that the implementation of the picture story method can improve the language intelligence of children with speech delays

Keywords : *Picture Story Method, Language Intelligence Ability, Early Childhood with Speech Delay*



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INTRODUCTION

Language is key to children's intellectual, social, and emotional development (Khasanah, Asry, Medan, Latifah, & Malikussaleh, 2023) . Children with language delays often have difficulty understanding and using language appropriately, which can hinder their ability to learn and interact (Lieu, Kenna, Anne, & Davidson, 2020) . Children's language development is a very crucial phase in forming various skills, including speaking skills (Nur Tanfidiyah & Ferdian Utama, 2019) . However, for some children, the process of learning to speak does not always go as expected by parents, they may experience speech delays, or better known as Speech delay (Budiarti, Kartini, Putri H, Indrawati, & Daisiu, 2023) .

Speaking is not only a tool to express, convey and communicate thoughts, ideas or feelings, but also an essential skill in everyday life. (Jumiati & Patilima, 2023) . Therefore, language development in the context of speech development is very important for children. This is supported by Tarigan's research (2015) which

emphasizes that speaking involves the ability to pronounce articulation sounds or words to convey thoughts, ideas, and feelings (Faizah, Hamzah, Farantika, Utama, & Anggia, 2024). Speaking ability is often considered as one of the important milestones in child development (Yulsofriend, Anggraini, & Yeni, 2019).

In early life, children's speech development is influenced by internal factors, such as the child's talents and interests, as well as factors in their immediate environment, especially the family environment (Fauziah, Mahmudah, Dea, Utama, & Setiawan, 2024). Early childhood has characteristics in behavior such as the habit of asking questions, paying attention, and speaking spontaneously about their experiences with their surroundings (Rochanah, 2021). Children's interest and enthusiasm for the things they see, hear, and feel are reflected through their spontaneous questions and conversations (Budiarti et al., 2023). Speaking ability is an important indicator of a child's maturity and readiness to learn, because through speaking they can convey their desires, interests, feelings, and thoughts to those around them (Kurniawati, 2018).

Children's speaking ability can vary, both in speed and ability. Children are considered to have good speaking ability if they can produce sounds or sounds according to their age level (Otoluwa, Rasid Talib, Tanaiyo, & Usman, 2022). However, disturbances in sound production, voice quality, or articulation can indicate problems in the child's speaking ability. The condition in which a child experiences a delay in this process is often referred to as Speech delay (Jauhari, 2020). Speech delay is a problem that is often found in children. This condition occurs when a child experiences a delay in the speaking process compared to children of the same age (Lieu et al., 2020). The family environment plays an important role in the child's language learning process. From the family, children first acquire language and learn to speak (Utama & Dea, 2023). Therefore, the role of the family as a stimulation for children's speaking ability is very important, especially during their growth and development (Kartikawati, Roni, & Purwanti, 2022).

Based on a preliminary study found by the researcher, a child with the initials KM was found to have indicated speech delay, the child is the third of three siblings, according to the child's mother, at the age of two he had not made any sounds but understood when instructed, initially wanted to send the child to school when he was two years old, but because of the pandemic, the parents were forced to cancel their intention to send their child to school and only tried to stimulate as much as possible at home by inviting the child to talk, but the results were very minimal until the parents felt desperate (Wijayanti, 2021).

Over time when the child was 4 years old, the child's parents invited the child to consult a doctor to ask why the child still could not speak at his age, and the doctor recommended therapy at the hospital, initially getting a referral to a pediatrician, and the child was declared speech delayed, then getting a referral to physiotherapy to find out what actions the child needed to take. In the end, the child was given speech therapy fifteen times which was done twice a week. Parents also send their children to school in the hope of optimizing interaction and communication (Jumiati & Patilima, 2023).

At the beginning of entering language school, children can be said to be behind compared to their peers, children only have a small vocabulary with unclear pronunciation, children also cannot focus and cannot be separated from their parents

so they must be accompanied, children are also not able to work together and are not able to share toys with their peers. Language delays can be a serious challenge for children, affecting their ability to communicate and interact with others effectively (Maharani & Budiarti, 2022). In this case, the picture story method can be a very effective tool in helping to improve language intelligence for children with speech delay.

Children with speech delays often require a different approach to learning, particularly through the use of visuals and hands-on experiences. They may be more responsive to visual stimuli than verbal ones. Picture stories offer a combination of images and text, which can help children understand and internalize language in a more concrete and understandable way. This helps build connections between words and concepts, as well as strengthen language comprehension skills. Children with speech delays often respond better to multisensory stimulation, which includes the use of visual, auditory, and kinesthetic (Nittrouer, Lowenstein, & Antonelli, 2019).

Picture stories allow for a holistic learning experience, involving the senses of sight and hearing in the learning process. Early childhood tends to learn better through fun and interactive experiences (Murro Nuril Chasanah & Hasibuan, 2024). Picture stories can be presented in an interesting and challenging form, thus motivating children to engage in the learning process (Deiniatur, 2017). By combining all of the above aspects, the picture story method can be an effective means of helping to improve language intelligence skills for early childhood with language delays, because it combines visual stimulation, social interaction, and fun learning experiences.

Based on this background, the researcher is interested in conducting research on the impact of the picture story method on language intelligence abilities in early childhood with speech delay to support the development of children's language intelligence.

METHODOLOGY

This study uses a qualitative method approach with a case study design. The qualitative approach was chosen because this study aims to understand in depth and contextually the phenomena that occur in the research subjects, namely cases of language development delays in children. This approach provides space to explore perspectives, values, and social contexts that influence children's language development holistically. The case study design was chosen because this study focuses on an in-depth understanding of individual cases of language development delays. Case studies allow researchers to investigate the context, process, and impact of the phenomenon in real-life situations. This approach provides the freedom to explore and describe cases in detail, as well as understand the variability and complexity of the observed phenomena.

This study is a series of three-stage studies, and all stages apply a qualitative approach. Qualitative research is a research method that is applied with the aim of understanding individuals in more depth, with an integrative and comprehensive approach. This approach is used to detail the characteristics of individuals who are the objects of research, while also helping to identify solutions to the problems faced by the individual. It is hoped that the resolution of the problems faced by individuals can be achieved (Raharjo, 2018).

According to Tabrani (in Fadli, 2021), qualitative research is a research method used to gain an in-depth understanding of human or social phenomena. The goal is to create a comprehensive and complex picture that can be expressed through words. This research involves collecting detailed information from various sources who provide detailed views of the phenomena being studied. Qualitative research is also carried out in a natural context, according to the actual situation. Compared to quantitative research, a qualitative approach is a research method that can be used to explore and understand the meaning associated with social or humanitarian issues. The qualitative research process involves a series of important steps, such as formulating research questions, designing research procedures, collecting specific data from informants or participants involved. In qualitative research, data is analyzed inductively, by reducing, verifying, and interpreting or capturing meaning from the context of the problem being studied (Ahyar et al., 2020).

The qualitative approach was chosen in this study to obtain more in-depth and accurate data on field conditions, including activities and events related to the research subjects. The use of a qualitative approach as a method in research aims to identify the initial conditions of children's speech development at this time. Data obtained during the initial identification process will be processed and reported descriptively.

RESULTS AND DISCUSSION

The results of the application of the picture story method on the progress of language and speech development of children with speech delays at TK IT SULTAN. By focusing on the observations that have been carried out, this chapter presents a complete picture of how this picture story method affects children's language and speech development. The results of the observations show that children who receive the picture story method regularly experience an increase in their speaking abilities. Over time, they show an increase in fluency and clarity in pronouncing words.

The picture story method plays an important role in the development of children's vocabulary. Children show progress in understanding, remembering, and applying new words in their daily contexts. Children who receive the picture story method appear to be more active in communicating. Children are more likely to respond to questions, ask questions, and participate in conversations with classmates and teachers. The picture story method also contributes to improving children's listening skills. Children become more focused and responsive to verbal instructions and information, supporting the learning process and daily interactions.

The picture story method is integrated with daily learning materials at TK IT SULTAN. This helps to connect the experiences in the story with the learning context, increasing retention, and the application of communicative skills in real situations. The implementation of the picture story method as part of a holistic approach to the education of children with speech delays shows positive results. The linkage between this intervention and other aspects of the curriculum helps to create a holistic learning environment.

Although children show progress, there are still individual challenges that require a special approach. Adjustment of the picture story method and more specific planning can be applied to overcome these challenges. The challenge after implementing the picture story method is to ensure maintenance of the progress achieved including family involvement and ongoing support, which are key to

preventing regression in language and speech development. The progress of children's language and speech development after implementing the picture story method at TK IT SULTAN shows an increase in speaking skills, involvement in communication, and integration with learning activities, indicating the great potential of this technique as an effective method in stimulating the language and speech development of children with speech delay.

The development of language and speech in children with speech delay can be achieved through the picture story method implemented at TK IT SULTAN. It is seen that children have difficulty when doing several activities in speaking and language, both receptive language and expressive language. In receptive language, children are not yet able to repeat the words spoken by the researcher, children are also not yet able to sing children's songs that are heard and when read a story, children are not yet able to retell a simple story, but to carry out simple commands, children are already able even with the help and direction of the researcher and class teacher

Children also need full assistance to express their desires, children can only express their desires using gestures without saying words to speak, children are also less able to pay attention when others are talking, and are not yet able to carry out two commands simultaneously, in addition, children also do not understand adjectives, such as naughty, stingy etc. Children are also not yet able to pronounce clearly when ordered to imitate sounds. Judging from the age of the child who is now six years old, the child is also not yet able to carry out several commands, the child is only able to carry out one command, the child is not yet able to repeat sentences spoken by the researcher, already understands the rules of playing with direction and guidance, but does not seem happy with a story.

The results of expressive language observations carried out on children also show that children are not yet able to say the word Question, not yet able to say 3 or 4 words to meet their needs, not yet able to say simple sentences, and not yet able to tell about experiences they are experiencing. Children are able to repeat simple sentences but hesitantly, but they are not yet able to ask questions and express their feelings. For simple words such as I, mama, ibu guru, and main, children are able to say them without help, but children are not yet able to express opinions and state reasons, are not yet able to participate in conversations, answer questions, and name groups of pictures correctly.

The implementation of the picture story method in TK IT SULTAN has had a positive impact on the progress of language and speech development of children with speech delay. This chapter specifically highlights the results of observations that have been made, providing a comprehensive picture of the influence of the picture story method on children's communicative development. Observations show that children who use the picture story method experience increased speaking abilities. Over time, there is an increase in the fluency and clarity of their word expression.

The effect of picture stories is also reflected in the development of children's vocabulary. They show progress in understanding, retention, and application of new words in their daily contexts. Children who receive the picture story method appear to be more active in communicating, responding to questions, asking questions, and participating in conversations with classmates and teachers.

In addition, the picture story method contributes to improving children's listening skills. They become more focused and responsive to verbal instructions and information, providing significant support to the learning process and daily interactions.

Integration of the picture story method with daily learning materials at TK IT SULTAN brings additional benefits. It not only helps to link the storytelling experience to the learning context, but also improves retention and application of communicative skills in real situations. A holistic approach to the education of children with Speech delay, by integrating the picture story method with other aspects of the curriculum, shows positive results and creates a holistic learning environment.

Although children show progress, certain individual challenges may arise. Therefore, it is recommended to make adjustments to the picture story method and more specific planning to overcome these challenges. The importance of maintenance programs, involving families, and providing ongoing support are also recognized as keys to preventing regression in language and speech development. Overall, the results of the implementation of the picture story method at TK IT SULTAN show great potential as an effective method in stimulating language development in children with speech delay.

CONCLUSION

Based on the results and discussion of the study on the description of the development of language and speech of children with speech delay through the picture story method implemented at TK IT SULTAN, it can be concluded that children appear to have difficulty when doing several activities in speaking and speaking, both receptive language and expressive language. In receptive language, children are not yet able to repeat the words spoken by the researcher, children are also not yet able to sing children's songs that are heard and when read stories, children are not yet able to retell simple stories, but to carry out simple commands, children are already able even with help and direction from researchers and class teachers. The picture story method plays an important role in the development of children's vocabulary. Children show progress in understanding, remembering, and applying new words in their daily contexts. Children who receive the picture story method appear more active in communicating. Children are more likely to respond to questions, ask questions, and participate in conversations with classmates and teachers. The picture story method also contributes to improving children's listening skills. Children become more focused and responsive to verbal instructions and information, supporting the learning process and daily interactions. The implementation of the picture story method in TK IT SULTAN has had a positive impact on the progress of language and speech development of children with speech delay. This chapter specifically highlights the results of observations that have been made, providing a comprehensive picture of the influence of the picture story method on children's communicative development. Observations show that children who use the picture story method experience increased speaking abilities. Over time, there is an increase in the fluency and clarity of their word expression. Overall, the implementation of the picture story method as an additional approach for children with speech delay shows positive potential. However, to optimize its effectiveness, this approach needs to be adjusted to the needs of individual children.

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