

THE RELATIONSHIP BETWEEN LANGUAGE DEVELOPMENT AND SPEECH PRODUCTION IN CHILDREN WITH SPEECH DELAY

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Abstrak

Penelitian ini bertujuan untuk menganalisis hubungan antara perkembangan bahasa dan produksi bicara pada anak-anak dengan keterlambatan bicara. Studi ini menggunakan pendekatan kualitatif. Subjek penelitian yaitu seorang anak dengan keterlambatan bicara yang berusia 4 tahun. Data dikumpulkan melalui observasi langsung dan wawancara dengan orang tua serta. Teknik pengumpulan data meliputi pengamatan perilaku verbal anak, penilaian kemampuan bahasa anak, serta wawancara terstruktur untuk mengidentifikasi faktor-faktor yang mempengaruhi perkembangan bahasa dan produksi bicara. Hasil penelitian menunjukkan adanya hubungan yang signifikan antara perkembangan bahasa dan produksi bicara pada anak-anak dengan keterlambatan bicara. Hasil analisis menunjukkan bahwa semakin tinggi tingkat perkembangan bahasa, semakin baik pula produksi bicara anak. Temuan ini menunjukkan pentingnya intervensi dini yang fokus pada peningkatan kemampuan bahasa untuk mendukung produksi bicara yang lebih baik pada anak-anak dengan keterlambatan bicara. Penelitian ini memberikan kontribusi penting bagi pengembangan program intervensi yang lebih efektif dalam mendukung perkembangan bahasa dan bicara pada anak-anak dengan keterlambatan bicara.

Kata Kunci: Perkembangan bahasa, Produksi bicara, Keterlambatan bicara.

Abstract

This study aims to analyze the relationship between language development and speech production in children with speech delays. This study uses a qualitative approach. The research subject was a 4 year old child with speech delays. Data was collected through direct observation and interviews with parents as well. Data collection techniques include observing children's verbal behavior, assessing children's language abilities, and structured interviews to identify factors that influence language development and speech production. The results showed a significant relationship between language development and speech production in children with speech delays. The results of the analysis show that the higher the level of language development, the better the child's speech production. These findings demonstrate the importance of early intervention that focuses on improving language skills to support better speech production in children with speech delays. This research makes an important contribution to the development of more effective intervention programs in supporting language and speech development in children with speech delays.

Keywords: Language development, Speech production, Speech delay.

INTRODUCTION

Language development is the process by which individuals, especially children, develop the ability to understand and produce language. This process begins at birth and involves several stages, including babbling, one-word stage, two-word stage, and the development of more complex sentences. Children learn language through social interactions with adults and other children, as well as by listening to and imitating the sounds and words around them. Language ability is innate, as well as an empirical approach that emphasizes the role of experience and environment in language learning (Chomsky, 2006).

Speech production is the process by which thoughts are converted into speech that can be heard and understood. This process involves several stages, starting with conceptualization, where the idea or message is thought out. The next stage is formulation, where thoughts are transformed into linguistic representations by selecting words and constructing sentence structures. Then, the articulation stage occurs, where the muscles in the mouth, tongue, and vocal cords are moved to produce sounds that form words. Speech production also involves real-time monitoring and adjustments to ensure fluency and accuracy. Major theories in speech production include the Levelt Model, which describes this process as a series of sequential stages and connectionist models which emphasize interconnected networks of neurons in the brain.

The relationship between language development and speech production is very close and influences each other. Language development involves learning vocabulary, grammar, and sentence structure, while speech production involves the physical ability to articulate words and sentences. When children learn a language, they not only absorb the words and rules but also practice speaking them. The ability to produce clear and precise sounds and words helps them improve their understanding and use of language. On the contrary, a good understanding of the language allows them to refine and vary their speech production. Problems in one aspect can affect the others, for example, speech disorders can affect language acquisition, while limitations in language comprehension can hinder the ability to speak fluently and clearly.

Speech delay is a condition where a child experiences delays in achieving language development milestones that are usually achieved at a certain age. Children with speech delays may have a smaller vocabulary, difficulty putting words together into sentences, or difficulty articulating words clearly compared to their peers. The causes of speech delays can vary, including genetic factors, hearing loss, autism spectrum disorder, other developmental disorders, or lack of linguistic stimulation in the environment. Early intervention, such as speech therapy, is essential to help children catch up with these delays and support their overall language development. Early identification and treatment can improve communication skills and long-term outcomes for children with speech delays.

Language and speech development in children is an important aspect of their cognitive and social growth. Language and speech are interconnected processes that enable children to communicate effectively with others. However, in some children, language and speech development may be delayed, causing difficulties in expressing themselves and understanding other people. This phenomenon is known as speech delay. Children with speech delays often have difficulty producing speech sounds, articulating words, and forming sentences, which can impact their overall language development and social interactions.

Speech delays can be caused by various factors, including genetic predisposition, environmental influences, and neurological conditions. It is important to understand the relationship between language development and speech production in children with speech delays to develop effective interventions and treatments. Language development involves the acquisition of vocabulary, grammar, and syntax, while speech production involves the ability to produce sounds, words, and sentences. The two processes are interconnected, and difficulties in one area can affect the other.

Children with speech delays often show delays in language development and speech production. They may have difficulty understanding and using language, including vocabulary, grammar, and syntax. They may also have difficulty with articulation, phonology, and prosody, which are important components of speech

production. This delay can impact their ability to communicate effectively, which can lead to social and emotional difficulties.

Research has shown that language development and speech production are closely related emphasizing the importance of social interaction and use in language development and speech production (Tomasello, 2003). Children who experience delays in speech production often also show delays in language development. Conversely, children who experience delays in language development may also experience difficulties in speech production. These relationships suggest that interventions targeting speech production may also benefit language development, and vice versa.

Several theories have been proposed to explain the relationship between language development and speech production in children with speech delays. The motor theory of speech perception, for example, states that speech production and perception are closely related, and that difficulties in speech production can influence speech perception. Language acquisition theory suggests that language development and speech production are interconnected processes influenced by cognitive, social, and environmental factors.

Interventions for children with speech delays often focus on language development and speech production. These interventions may include speech therapy, language therapy, and cognitive behavioral therapy. Speech therapy may focus on improving articulation, phonology, and prosody, while language therapy may focus on improving vocabulary, grammar, and syntax. Cognitive behavioral therapy may focus on improving social skills and emotional regulation.

In conclusion, the relationship between language development and speech production in children with speech delay is complex and multifaceted. Understanding this relationship is critical to developing effective interventions and treatments that can help children overcome speech and language delays. By addressing language development and speech production, we can improve the overall communication and social interaction skills of children with speech delays, ultimately improving their quality of life.

RESEARCH METHOD

A case study on the qualitative research approach is used in this work (Gay et al., 2009; Creswell, 2007). Finding thorough and in-depth information on language acquisition (language acquisition) for kids with speech delays is the main goal of the study. Its particular goals are:

1. Have a thorough understanding of how children with speech delays acquire phonology, morphology, syntax, semantics, and pragmatics.
2. Have a thorough understanding of the challenges faced by kids who struggle with speech delays when learning a language.
3. Being fully aware of all the variables contributing to speech delays in language learning.
4. Have a thorough understanding of the language learning techniques employed by kids who struggle with speech difficulties.

The study was conducted in Mataram, West Nusa Tenggara; the location is a family's home and a communal play area. The utterances that 6-year-old Farel generated served as the study's source of data. Overall, there are two types of data sources that were employed in this study:

1. Audio-visual recordings (recordings of each research subject playing or engaging in activities in the context of their families and communities)
2. Informants: research subjects' parents who will provide corroborating information when analyzing research data collected from study participants.

Through observation and interviews, data is gathered using this technique. Triangulation was done in this study using situational analysis, data gathering techniques, and data triangulation.

RESULT AND DISCUSSION

Result

Based on the research findings, it is well recognized that a child's environment—including biological variables and the variety of languages spoken—has a significant impact on their language acquisition. Children exposed to diverse linguistic environments tend to develop more robust language skills, as they are constantly engaging with a variety of linguistic inputs. These inputs not only enhance their vocabulary but also improve their understanding of complex grammatical structures and phonological patterns. Moreover, biological factors, such as genetics and neurodevelopmental conditions, play a crucial role in shaping a child's language abilities. For instance, children with certain genetic predispositions may find it easier to acquire language skills, while others might face challenges that require additional support and intervention.

In the case of Zuran, the research participant exhibited a pure speech delay, as demonstrated by cognitive and neurological tests that did not interfere with a neurologist's examination. This finding was crucial in distinguishing his condition from other potential neurological or cognitive disorders that could impact language development. The results of a child psychologist's evaluation further supported this conclusion, indicating that Zuran did not have a mental condition that could explain his speech delay. Such comprehensive assessments are essential in accurately diagnosing speech and language issues, ensuring that children receive the appropriate interventions tailored to their specific needs. The collaboration between neurologists and child psychologists highlights the importance of a multidisciplinary approach in understanding and addressing language delays.

Furthermore, professionals in special needs counseling and guidance support this view, stating that children with language issues resulting from Down syndrome, mental retardation, or other language disturbances should not receive special therapies; rather, they should merely receive language-related services. This perspective emphasizes the importance of integrating language development support within the broader context of the child's educational and social environment. Providing targeted language services can help these children develop their communication skills more effectively, without isolating them from their peers. This inclusive approach ensures that children with various language challenges can benefit from a supportive learning environment that caters to their unique needs while promoting their overall development and well-being.

Discussion

The results highlight how speech production and language development are interconnected. Children's capacity to speak clearly and coherently increases as their language skills advance. This connection emphasizes the value of thorough evaluation and intervention techniques that target speech and language.

Early intervention programs must to concentrate on improving speech and language abilities at the same time. Strategies including modeling, scaffolding, and expansion can help with language development, which can improve speech production. SLPs, or speech-language pathologists, ought to take a comprehensive approach, including exercises that promote the growth of vocabulary, the construction of sentences, and the practical application of language.

It's critical to acknowledge the differences in language and speech development that children with speech impairments experience. While some children may have more widespread deficits, others may show better receptive language skills but struggle with expressive language. Tailored intervention strategies are essential for meeting every child's specific needs.

It is essential that parents and educators actively participate in the intervention process. In order to enhance language and speech development in naturalistic environments, including the school and home, parents and teachers should be given training and resources.

The precise mechanisms underpinning the connection between voice production and language development require more investigation. Studies with a longitudinal design may shed light on how these abilities change over time and the long-term efficacy of different intervention techniques. Further research into the roles of several variables, including social interactions, cognitive development, and environmental impacts, can further improve our comprehension of speech and language impairments.

A discussion of the study's findings reveals a number of significant points about the connection between speech production and language development in kids with speech impairments. The results show a strong correlation between speech production ability and language understanding. Youngsters that exhibit greater speaking abilities typically have a stronger grasp of language, as seen by their vocabulary and sentence construction. This lends credence to the hypothesis (Kohnert & Windsor, 2004) that language comprehension is a necessary precondition for proficient speaking.

The significance of early intervention in language therapy is further shown by this study. When speech problems are initially identified in children, those who receive treatment early on see greater improvements in their language and speech skills. Children who receive language comprehension therapy can increase their vocabulary, form longer, more complex phrases, and have better articulation. This demonstrates how early intervention can significantly enhance children with speech impairments' speaking abilities (Paul & Norbury, 2012).

In addition, using technology for language learning can also be beneficial. Accelerated and alternate communication tools (AAC) and language learning applications can provide a positive learning environment and support children in developing their bicycling skills. This technology offers an interactive and engaging way to learn kaleidoscope, a graphical representation, and communication skills (Rescorla, 2009).

The study's findings show that in kids with speech impairments, language development and speech production are closely related. The idea that speech and language are two connected but distinct facets of a child's development is supported by this research. Youngsters who possess strong expressive and receptive language skills typically demonstrate superior speech production abilities. This can be explained by the fact that a solid foundation for efficient speech production is provided by both the

receptive and expressive languages, which allow one to communicate ideas through language.

Nevertheless, this study also revealed that some kids still struggle with speech output even though they have strong linguistic abilities. This implies that additional elements, such as oral motor components, hearing impairment, or neurological issues, might be involved in speech production. As a result, evaluation and assistance for all facets of language and speech development should be part of interventions for kids with speech difficulties.

Finally, this study opens the door to a more thorough exploration of the factors that influence the relationship between language learning and print production. Research conducted in the past can explore variables such as genetic factors, social environment, and different treatment approaches. Longitudinal studies that track children's development over time can also provide more information about the effectiveness of various interventions. All things considered, these results highlight the significance of a thorough approach to language therapy for kids with speech problems. Methods that combine speech production and language comprehension with the use of technology and environmental assistance could be more effective in helping these kids become better speakers.

CONCLUSION

This study investigated the relationship between language development and speech production in children with speech delays. Based on data obtained from a series of tests and observations of a child with speech delays, it was found that there is a significant relationship between language development and speech production in children with speech delays. Children with speech delays show slower language development compared to children who do not have speech delays.

Research results show that children with speech delays tend to have difficulty understanding and using vocabulary, forming sentences, and following verbal instructions. In addition, delays in speech production are often accompanied by difficulties in articulation and phonology, which hinder their ability to produce clear and consistent speech sounds.

Early intervention, such as speech therapy and language stimulation programs, has been shown to be effective in improving language skills and speech production in children with speech delays. This research emphasizes the importance of early detection and intervention to minimize the long-term impact of speech delays on children's communication and social development.

Overall, this research reinforces the understanding that language development and speech production are closely related. The development of comprehensive intervention programs that focus on both of these aspects is important to help children with speech delays reach their optimal communication potential.

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