



Story With Wayang for Children's Therapy of Speech Delay

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Abstrak

Penelitian ini membahas tentang stimulasi keterlambatan bicara di TK Widya Kusuma Sari Denpasar Bali dengan metode mendongeng. Penelitian ini menggunakan metode kualitatif studi kasus terhadap peserta didik yang bernama Aly (inisial) yang mengalami keterlambatan bicara (speech delay). Pengumpulan data dilakukan melalui metode observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa terapi storrtelling telah meningkatkan perbendaharaan kosa kata, anak mampu berbicara, dan berkomunikasi sederhana dengan teman sebayanya, gurunya, dan orang tua di rumah.

Kata Kunci: Keterlambatan Bicara, Terapi Storrtelling, Mendongen.

Abstract

This study discusses the stimulation of speech delay in Widya Kusuma Sari Kindergarten, Denpasar Bali with the storytelling method. This research uses a qualitative method of case study of a student named Aly who experienced speech delay. Data collection is carried out through observation, interview, and documentation methods. The results showed that storrtelling therapy has improved vocabulary treasury, children are able to speak, and communicate simply with their peers, teachers, and parents at home.

Keywords: *Speech delay, Storrtelling therapy, communicate.*

Introduction

The period of early childhood development is a critical period in the period of growth and development. At this time, almost all potential children experience a sensitive period to grow and develop, each development has stages that can be measured and can be predicted. One aspect of child development is the aspect of language.

Language development in early childhood arises from the expression of children's thoughts accompanied by an increase in children's abilities and creativity. Children's language skills are intended so that children can communicate what they think verbally with the people around them. (Eny Purwandari, 2022).

Pre-school children are individuals who are included in the vulnerable period because they are in the first five years of life which is the foundation for further development. This development is called the golden age because this period takes place quickly and will never be repeated (irreversible). At this age children experience amazing physical, intellectual, social and emotional progress. According to Hurlock in (Ulfah, 2019) that development and growth in this period determines the success of the growth and development of children in the next period.

Children's ability to learn language can be directed at the ability to communicate both orally and in writing (symbolic). Children will be proficient at

speaking if the child is able to master the concepts of the four language skills (listening, speaking, reading, and writing). This will be easy for children to get if the stimulation they get is fulfilled according to their development. (Puspitasari, 2022).

Every child has its own uniqueness, some children develop rapidly according to their age stages but there are also those who experience obstacles that interfere with other developments (Arifudin, 2022). Speech delay in early childhood is one of the developmental barriers. This disorder can be characterized by the child's unclear pronunciation and when communicating the child only uses sign language, this makes the people around the child less able to understand what they want to convey, even though the child can understand what people are talking about. (Eny Purwandari, 2022).

Gessel in (Arifudin, 2020) explains that one of the four child development tasks is personal social, a term that is often used because this development involves individual and social behavior. The development of the two does not always coincide. Individual personality development may not be in line with personal social behavior, and vice versa. Suherman in (Sinurat, 2022) the personal social development of preschool-aged children is not all optimal because there are still many preschoolers with developmental delays of more than 25% of preschoolers experiencing delays such as lack of independence in children (can't dress themselves, doesn't succeed in toilet training), unable to communicate smoothly where the child is unable to say his own name so that the child tends to be passive and unable to develop his abilities.

Forms of personal social disorder in preschool 4 children, namely, the child has not been able to eat properly using a spoon and fork, the child has not been able to convey the desire to go to the toilet, and the child has not been able to put on and take off his own clothes. As for forms of social disorder in preschool children according to

Soetjningsih in (Arifudin, 2021) namely, children have difficulty interacting with their peers and adults.

One of the early childhood learning methods is the method of learning through storytelling therapy, which can provide a learning experience for children. Storytelling therapy is a creative activity that can help children make social adjustments. The storytelling method is one of providing learning experiences for kindergarten children by bringing stories to children orally. The story that the teacher tells must be interesting, and invite children's attention and cannot be separated from the purpose of education for kindergarten children. The lessons learned during storytelling therapy are expected to provide knowledge to children about what personal social behavior is good and can be applied in life (A'dillah, 2016).

The causes of speech delay vary widely, these barriers range from mild to severe, ranging from those that can be improved to those that are difficult to improve. Functional speech delay is a cause that is often experienced by some children. According to Suryawan in (Irwansyah, 2021) that speech delays in this group are usually mild and are only an immaturity of the speech function in children. The cause of children experiencing language development disorders is 90% due to stimulus disorders such as not inviting them to talk, interact, and play. This developmental barrier is a parent's complaint, not a few cases of speech delays occur at the developmental age of 3-5 years.

One stimulus that can be given by parents to improve children's language development is storytelling therapy. Listening to good stories and retelling them can hone language development, increase vocabulary, help cognitive development, help develop interpersonal and social aspects. (Wulandari, Minarti, & Kumarawati, 2018).

Based on the results of observations at Widya Kusuma Sari Kindergarten, there

was one child who experienced speech delays with unclear speech indications and did not have a perfect ending, and had little spoken vocabulary.

The importance of language skills to be able to communicate with others makes researchers interested in conducting research on storytelling as a therapy for children with speech delays.

Methodology

This study seeks to analyze and describe storytelling with puppets for therapy for children with speech delays. The author uses a qualitative approach to analyze the study of Storytelling With Puppets for Speech Delay Children Therapy.

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2018) qualitative research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

1. Research Object

In this study the research object consisted of 2 (two), namely formal objects and material objects (Arifudin, 2019). The formal object in this study is data, namely data related to a critical review of the study of Storytelling With Puppets for the Therapy of Children with Speech Delays.

2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (Bahri, 2021) suggests that it

is the most strategic step in research because the main objective of research is to obtain data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on Storytelling With Puppets for the Therapy of Children with Speech Delays, and secondary data obtained from both national and international journals.

3. Data Collection Tools

In this study, the authors will use observation, documentation and interviews as tools for data collection because this research is library research. In other words, according to (Ulfah, 2022) this technique is used to collect data from primary and secondary sources.

4. Data Analysis Techniques

Data analysis is not only carried out after the data is collected, but since the data collection stage the analysis process has been carried out. According to (Mayasari, 2021) that the use of a "qualitative" analysis strategy means that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

5. Research Procedures

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Nasser, 2021) that descriptive analysis (descriptive of analyze research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. This research procedure

according to (Sulaeman, 2022) is to produce descriptive data in the form of written data after conducting a content analysis of a text. After the writer collects materials related to the problems to be discussed in this study, then the writer analyzes and interprets to draw conclusions.

Findings and Discussions

The aspect of language development is one of the aspects that must be stimulated in early childhood, because through language skills children are able to express their feelings, desires, and ideas which are very beneficial for their next life. Language can be expressed in the form of body gestures, speech and writing.

The oral expression of language is talk. The human organs that play a role are the mouth and throat. 4 (four) aspects that must be mastered to be able to speak properly and correctly, namely: (1) Phonology (phonology), namely knowledge about the sound of language (sound of language). This sound is produced by the speech organs; (2) Semantics (semantics), namely knowledge about words and their meanings (words meaning); (3) Grammar (grammar), namely the rules used to describe the structure of the language (rules of language structure), which includes the syntax of how to combine words to form good sentences; (4) Pragmatics, namely the conditions that result in the use of language in communication being compatible or not; how do people use language to carry out effective communication that is tailored to the listener (audience) and the program (rules for communication). (Puspitasari, 2022)

According to (Sofyan, 2020) that early childhood has a high curiosity and will be enthusiastic about everything that their five senses see, hear and process. Children will ask a lot of questions and express them in words. Children who have the ability to speak will easily convey their wishes, ideas and feelings. It shows

readiness to learn and maturity in its development.

The lack of stimulus given and also inappropriate parenting can affect speech delays in children. Especially at this time when we are aware of the development of digital media which is also one of the factors for speech delays. Not because of the media but how the use of digital technology is not quite right. Children are only given gadgets without two-way communication and proper assistance so that this can make children less interested in socializing and communicating with those around them (MF AK, 2021).

This is also one of the factors related to the diagnosis of speech delay that occurred in Aly. When digging for information by conducting interviews with Aly's parents, it was stated that Aly had parents who were busy working, so there was a lack of stimulus or communication with parents. Aly, who is looked after by her grandmother and grandfather, spends most of her time at home with her device watching YouTube. This condition is in line with one of the environmental factors that can affect speech delays in children, such as environmental conditions that are not crowded, varying social economic conditions, teaching methods to children and parental behavior in interacting with children (Afriany & Sofa, 2022).

In reality, when parents understand conditions related to speech delays and other conditions of learning difficulties, parents feel unprepared with feelings of shame and disappointment about these conditions. Not many parents immediately seek a solution by consulting a child psychologist or pediatrician but instead take steps to keep their children hidden at home out of embarrassment. This also causes delays in handling children who experience speech delays and learning difficulties. According to (Hanafiah, 2022) that not many parents are aware of the importance of parenting with children due to busy work.

Steps taken when our institution knows that one of the students has a speech delay disorder (speech delay) after we communicate with parents about the obstacles and how to care for children at home, then the next step is to work with local health workers/puskesmas to help early detection of child growth. Where examinations will be carried out on children to find out their respective developments. From the early detection examination, we were given a referral to see a pediatrician in order to receive special and more specific treatment.

In communicating with health workers, we received information regarding things that could stimulate Aly in her language development, namely routine therapy with a pediatrician. With routine therapy, it is hoped that this can help the development of children with special needs.

Based on the categories put forward by the American Speech Language Hearing Association, speech disorders include; 1) children with Speech Delays, this therapy is done to stimulate children to talk by inviting children to play, introducing new things through pictures, or using sign language that children understand, 2) children with Apraxia, is difficulty in pronouncing certain syllables. This therapy is carried out with the aim of teaching children to understand auditory, visual, or tactile responses. The training is also carried out in front of a mirror or by recording the child's voice. 3) Children with Stuttering Conditions, in contrast to the two previous conditions, this therapy is carried out slowly by training children to speak more slowly and clearly. Stuttering in children usually occurs because they speak too quickly (Azizah et al., 2017).

Some of the above therapies are steps that can be taken as a treatment for children with special needs and also speech delay children to be able to support more optimal child development. However, what needs to be known is that every step or treatment taken first is to consult with a pediatrician

so that the therapy needed and given to children is more appropriate.

In kindergarten, it is necessary to have activities or programs that can support the learning of students with special needs. The program given at Widya Kusuma Sari Kindergarten related to stimulus for children with speech delays is to use the storytelling method with tools or without tools. By storytelling children have a lot of experience and also various kinds of new vocabulary from friends and from teachers. We know that storytelling is a very interesting activity for children. Children can express themselves, sing, tell stories, express opinions from what children know and also understand a plot in a story and cause and effect. In children who experience delays in speaking, this really supports the development of children's expression. Children with speech delay with difficulty speaking can convey their opinions and feelings by showing expressions. In addition, children can also practice imitating the vocabulary in the fairy tale.

Storytelling is very good for children's language development, with a child's vocabulary that is quite broad, this supports children's intelligence. Both for storytellers and story listeners. Storytelling is an interesting method, but it needs props or other supporting media that can increase creativity in storytelling. For example, storytelling using book media, serial pictures, hand puppets and storytelling creativity using wayang media.

Storytelling using wayang media is a method that is favored by children because besides the pictures in the role of wayang, it is also popular with children. (Tari et al., 2016). Children can also be creative freely about the story. In children with speech delay disorders, storytelling using wayang can encourage children to practice speaking by mentioning the names of the actors in wayang. The roles in wayang can be adjusted to the things that children are fond of. Such as using children's favorite

animals, children's favorite cartoon characters or other things that children like. This will further foster children's interest in making up their own stories. For speech delay children, this can be done regularly so that the child can be more stimulated. Not only done at school, storytelling using wayang media with various children's favorite characters can be done at home with their parents. Besides being easy to do at an affordable cost, this is also fun to do with your parents.

Storytelling using wayang media, the children's favorite characters, which we use at Widya Kusuma Sari Kindergarten to help Aly, who has symptoms of speech delay. The steps we take are:

1. Provide a storytelling experience with other friends according to the choice of stories from their friends and Aly is only a listener.
2. Making puppets with colors, characters or food/drinks and other things that Aly likes so that it is hoped that Aly can express these things more easily.
3. Give stories/fairy tales according to Aly's life using her name as a character in the story and also friends so that Aly is expected to get direct and conceptual experience so that it makes it easier for Aly to remember the vocabulary.
4. Fairy tales are short in duration, delivered with clear pronunciation, and conveyed with expressions appropriate to the characters or figures being told to further attract the attention or focus of the child.
5. After the fairy tale is finished the teacher invites the children to conclude the fairy tale that has been told. For children who have delays or difficulties in speaking can be asked a number of questions related to which characters in the story that was told earlier.

This storytelling activity using the media of wayang characters has been carried out starting at the beginning of the 2022-2023 school year with the initial character being "beloved animal". Initially the teacher only made puppets and the

children were free to play with them. At that time Aly could only remain silent because she was confused and did not understand what to do. The next step is the teacher tries to tell the story slowly and chooses the children's favorite characters with a duration that is not too long. Aly seems to have started to understand and listen, the next step is for the teacher to tell the story in front of Aly by inviting Aly to choose the character she likes. From that, Aly has started to imitate some vocabulary. Currently, Aly is still doing therapy and also being stimulated by fairy tales using wayang media at school. It is hoped that this will provide a change or even a major impact on the further development of Aly's language.

The results showed that storytelling stimulation to Aly with a diagnosis of speech delay was able to increase vocabulary, speech clarity and communication with her peers, educators, and family at her home. This is an effort with the support of parents, teachers and also pediatricians. Good communication is needed for Aly's development. Enthusiasm and cooperation between parents, teachers and also pediatricians are needed. If the methods that have been implemented well continue to be improved, this will really help Aly support her language development.

Conclusion

Based on the results of research on storytelling therapy with character puppets which was carried out for Aly who experienced speech delays through the process of: 1) making colored puppet media to attract children's interest, 2) playing puppets with simple fairy tale topics (according to children's everyday lives), 3) making the child the character of the story, 4) the duration of the short tale is in accordance with the length of the child's concentration, using intonation of voice and expressions that interest the child, 5) after each storytelling the teacher conducts simple questions and answers about the

contents of the fairy tale, story characters and others, 6) doing storytelling activities repeatedly, 7) inviting children to participate in playing character puppets while telling stories/talking. After being observed periodically, Aly's language development began to increase, slowly the ability to speak several vocabulary words began to appear. Until now, they are still being stimulated through storytelling. In particular, this study can be concluded that storytelling therapy can improve the speaking skills of young children who experience speech delays.

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