

LEARNERS' SPEAKING SKILLS WITH SPEECH DELAY BARRIERS IN PRIMARY SCHOOL

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Abstract

This study aims to describe the speaking skills of learners who have *speech delay* barriers in elementary school. Qualitative research methods of case studies. Child research subjects who had *speech delay* barriers. Data collection techniques in the form of oral tests, observations, interviews, and documentation. Instruments in the form of oral tests with the form of story texts and instruments in the form of interview question guides and observation guides. Data analysis includes data reduction, data presentation, and conclusions. The results showed that learners with *speech delay* barriers had speech skills that were still less seen from the language and non-language aspects. This is due to individual factors of quiet *speech delay* learners and lack of confidence, family genetic factors that make learners experience *speech delay*, and environmental factors that make students' social interactions limited. Efforts applied in improving *speech delay* learners' speaking skills are using concrete learning media in the form of images, applying drill methods and question and answer methods, and providing motivation.

Keywords: Speaking Skills, Speech Delay, Elementary School

INTRODUCTION

Humans are social creatures that never escape from communicating (Syahyudin, 2019)) In carrying out daily activities, communicating can be oral and written. In school there is Indonesian learning that aims to improve the ability of learners in communicating using Indonesian properly and correctly, orally and in writing which is included in language skills.

In language skills there are four aspects, namely reading skills, writing skills, speaking skills, and listening skills (Erka, 2014), (Ilham & Wijiati, 2020). The four language skills are related. One of the skills that are important for learners to master in the learning process is speaking skills. Speaking skills are not a skill that can be passed down through generations, but should require practice (Pratama, 2017).

In learning activities, speaking skills are very important for learners because they train them in thinking, reasoning, expressing according to the situation orally (Wijayanti et al., 2016). Each student has advantages and disadvantages, as well as different abilities. This ability makes learners there are fast, moderate, and slow in the development of their speaking skills.

The study aims to describe the speaking skills of learners with *speech delay* barriers in primary school. The subject is a class V elementary school student who ranked 6th in the class and won 2nd place in the elementary school writing competition. The study focused on the speaking skills of learners with *speech delay* barriers in primary school.

When viewed from previous research on speaking skills, namely research conducted by Theresa and Nurbaiti (2018) entitled *Analysis of The Speaking Skills of High Class Students on Indonesian Learning in Elementary School*. The results of the study explained that the speaking skills of high-class students fall into a fairly good category that is seen from the aspect of language and non-language. With several factors that affect the level of high-class students' speaking skills, namely student, teacher, and facilities and infrastructure.

Every child is born with different physical and mental conditions, some are born normal and some are born with physical and mental limitations (Azizah, 2020). Children who are born normal, the ability to communicate and development will certainly be good. Unlike children born with limitations or abnormalities, the ability to communicate and development experience obstacles.

Speech delay or speech delay is one of the developmental disorders that are often found in children (Maher et al., 2021). In children *speech delay* is the delivery of language orally while for the acceptance of language from outside is adequate. Late speech skills can also cause children difficulty in adjusting and socializing with the surrounding environment (Khoiriyah et al., 2016). In learning activities, of course, there will be an interaction that will be established through talking.

Speaking is an activity with others using oral, exchanging opinions, ideas, ideas about things through the symbol of sound, and part of language skills (Mumtaz, 2019b). Speaking skills have an important role to support three other language skills such as reading skills, writing skills, and listening skills. Mumtaz (2019) argues that speech skills are the ability to express thoughts or ideas through sound symbols. A great speaker can choose effective words by using the right style so that ideas can be well received by the listener (Mumtaz, 2019a)(Mumtaz, 2019a)(Mumtaz, 2019a)(Mumtaz, 2019a)(Mumtaz, 2019a).

In contrast to the above opinion, (Nurmajal et al., 2011) reveal that people who are skilled in speaking if able to convey ideas, thoughts, feelings orally to others or listeners correctly, complete and accurately so that the listener understands very well what is being said. This opinion is supported by (Latifah, 2018) that speech skills are an ability that a person has to convey ideas, (Nurjamal & dkk, 2011)(Nurjamal & dkk, 2011)(Nurjamal & dkk,

2011)(Nurjamal & dkk, 2011) thoughts or feelings so that the ideas in the speaker's mind can be understood by others.

Everyday life of course humans as social creatures can not be separated from talking in interactions aimed at exchanging information with others. (Nawawi et al., 2017) argue that the main purpose of a person speaking is to communicate directly between the speaker and the listener to find information so that the listener can take and use the information. The essence of the purpose of speaking itself is to entertain, inform, stimulate, convince, and move. This opinion supported by (Hazran, 2013) reveals that the purpose of speaking there are three, namely 1) to inform or report, 2) entertain or entertain, 3) persuade, invite, urge, and convince (Nawawi & dkk, 2017)(Nawawi & dkk, 2017)(Nawawi & dkk, 2017)(Nawawi & dkk, 2017)(Nawawi et al., 2017).

There are several types of speaking skills (Fitri, 2020) namely 1) (Fitri, 2020a)(Fitri, 2020a)(Fitri, 2020a)(Fitri, 2020a) based on the situation. It consists of formal and informal speaking. Formal speaking is speaking in a formal or official situation, such as classes, discussions, and storytelling in formal situations. While informal speaking is a speaking activity that is not done in official situations, for example: in the form of daily conversations, announcements, calls, and giving instructions; 2) based on purpose. Consists of entertaining, informing, stimulating, convincing, and speaking to move; 3) Based on the number of listeners. Consists of interpersonal speaking, speaking in small groups, and speaking in large groups; 4) based on a special event. It consists of a welcoming speech, a farewell speech, and an introductory speech. Also known other types are campaigns, role statements, and so on; and 5) based on the method of delivery. It consists of speaking suddenly, speaking unprepared, speaking on script, and speaking based on memory.

Speaking skills have supporting factors that affect it as stated by (Hazran, 2013) that there are two supporting factors in speaking activities, namely 1) language factors, among others: speech accuracy, placement of tone pressure, joints or appropriate duration, word choice, accuracy of use of sentences and grammar, and accuracy of speech targets; and 2) non-language factors, among others: reasonable, calm and non-rigid attitude, views should be directed to the other person, willingness to respect others, appropriate gestures and nosebleeds, loudness of voice, fluency, relevance, reasoning, and mastery of topics (Hazran, 2018).

There are several factors inhibiting speaking skills (Fitri, 2020) namely 1) (Agustine, 2014)(Agustine, 2014) internal actors that include imperfections in speech tools, mastery of language components namely pronunciation and intonation, word choice, language structure,

and language style, mastery of content components that are the relationship of content with topics, content structure, content quality, and quantity of content; and 2) external factors consisting of sound or sound, room conditions, media, listener knowledge.

Speaking skills can be improved in a certain way i.e. through the application of practice methods can improve students' speaking skills on lessons Indonesian because with practice students become trained in good and correct speaking (Samsul, 2014). Another opinion states that image media can improve students' speaking skills in Indonesian lessons, with (Samsul, 2014)(Samsul, 2014)concrete and real media making it easier for students to think (Novalina & dkk, 2014).(Novalina & dkk, 2014)(Novalina & dkk, 2014)

A person's speaking skills are not obtained from the lineage, but obtained from various ways and efforts that are done such as frequent discussions, storytelling, Q&A, and exercises. In addition, the stimulus from the environment and people around them becomes a big driver in improving speech skills (Ahmadi & Ibda, 2018).

Based on the above theory can be synthesized that speech skills are a person's ability to express opinions about something that is done orally well and correctly so that the listener understands what is being said.

Speech delay or speech delay is one of the developmental disorders that are often found in children. (Dewanti et al., 2016) think children are judged to have delays in speaking if speech development is significantly below normal compared to children their age. The same opinion says that delayed speech is a condition where the child's speech ability is below the average speech ability of children in general (Rahayu et al., 2020). Learners *speech delay* barriers have speech skills that are not suitable for children their age. Different opinions state that delays in speech are one of the many problems that become a disruption in a child's developmental process and part of communication barriers, especially communication in verbal form. When children talk listeners do not understand what is being said *speech delay* (F, Fitriyani; A, 2019).

Speech delays are caused by internal factors and external factors. Internal factors that originate in the child are genetic, physical disability, neurologicalmalfunction, premature,and gender, while external factors come from outside the child in the form of lack of language stimulus from bothparents, families and the environment (Taseman & dkk, 2020).

Children who experience *speech delay* obstacles have the characteristics of not talking much (tending to be silent), not being able to speak fluently, lack of vocabulary mastery, word pronunciation is still wrong and the disclosure of sentences that are not clear so that it can be

said that children's speech ability tends to be lacking (Filsah & Hadrawi, 2020). This statement is supported by (Rahayu et al., 2020) that children who tend to be silent, have not been able to talk to peers or adults clearly and smoothly, and the lack of vocabulary mastery is a characteristic of speech (Filsah & Hadrawi, 2020) *delay* in children (Rahayu et al., 2020), (Muslimat & dkk, 2020).

Children who experience delayed speech will have an impact on their development in carrying out their daily activities. (Taseman & dkk, 2020) argue that children who experience delayed speech make it difficult for children to interact socially with the surrounding environment that makes children shunned by their friends, ostracized, even become a person who closes themselves and is quiet. This opinion is supported by (Rahayu et al., 2020) that *speech delays* that occur in children can interfere with children's social interactions with people around them so that children become quiet individuals.

Different opinions state that the impact of speech delays experienced by children is that there is a delay in development both in terms of motor and sensory children, affects the child's poor when communicating with the environment, and affects the level of child intelligence (Puspita & dkk, 2019)

Speech delay in children can be overcome in several ways, such as the opinion expressed by (Yulianda, 2019) that the way that can be done to overcome the delay in speaking to children as follows. 1) Train children to speak properly. 2) Free children to play with peers. 3) Often invite children to talk. 4) Spend more time with your child. 5) Don't let the child be too quiet. 6) Do not restrain the child in the house.

From some of the opinions that have been expressed above about *speech delay* can be synthesized that *speech delay* is a disorder of children's speech development characterized by the level of quality of speech not according to children his age who often experience errors in mentioning words or sentences, thus making listeners difficult to understand the conversation, the causative factors can be from the child himself or it can also be from the surrounding environment.

METHODS

The type of research used is qualitative research with case study methods. Through this method research can explore information about the speaking skills of learners with speech delay barriers in elementary school. Qualitative approaches are expected to produce an in-depth description of speech, writing, and observable behavior from a single individual, group,

society, and organization in a particular context situation that is studied from a whole, comprehensive, and holistic point of view. Here's the flow chart of the research done:

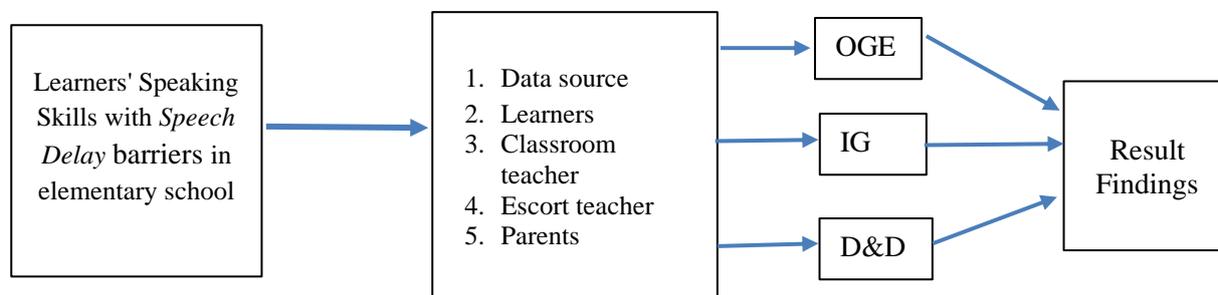


Figure 1. Research Flow

Information:

- Research focus = Speech *Delay* Learners' Speaking Skills in Elementary School,
- OG = Observation Guide,
- IG = Interview Guide
- D&D = Data (value/score) and Documentation (photo/image).

Data collection is done purposive sampling is a technique of retrieving data sources with certain considerations (Sugiyono, 2015). Certain considerations are people who serve as data sources are people who are considered to know the most about the information to be excavated, so it will make it easier for researchers to explore objects or social situations that will be studied.

The data obtained from the study came from oral tests, observations, interviews, field records, and documentation. This research report contains excerpts of data that provide an overview of the presentation of the report. In the writing of the report, researchers analyze the data according to its original form. The results of the study are then analyzed by researchers and spelled out in narrative form.

Source data on qualitative research with informants. The data sources of this study are learners, classroom teachers who can provide complete and accurate information about the speech skills of learners with speech delay barriers in school, accompanying teachers who know the problems in learners in the classroom, especially related to the speech skills of learners with speech delay barriers. In schools and parents who can provide the information needed by researchers related to the speech skills of learners with speech delay barriers.

Data collection techniques are carried out in natural settings, namely observations (observations), interviews, and documentation. The results of data collection and reflection on

data about what is heard, seen, experienced, and thought will be written in field records. The data collection techniques in this study are oral tests, observations, interviews, and documentation.

Data analysis in qualitative research is carried out at the time of data collection, and after data collection within a certain period. Data analysis used is miles and huberman model that is through the process of data reduction, data presentation, and conclusion (verification) (Sugiyono, 2015). Examination or checking the validity of data in qualitative research contains how the validity of data that includes credibility tests, transferability, dependency, and confirmability

RESULTS AND DISCUSSIONS

Results

This research was conducted for one month. This research data is conducted directly and online until it finds saturation point by means of oral tests, observations, and interviews to parties who are considered relevant in conveying the required information, as well as the last data and documentation as concrete evidence of researchers conducting research.

In this study, the first step that researchers did was oral tests directly to subjects in school and at the same time conduct observations and interviews in person with subjects as sources and research subjects.

As a result of oral tests, researchers found that subjects still lacked their speaking skills from the aspects of language i.e. speech that often sounded less clear, unnatural speech intonation, inappropriate word choices, and often erroneous word structure. And seen from the non-language aspect, namely less smooth when speaking, mastery of topics that are good enough, attitudes shown a little tense, and less dare to speak in front of people because they are not confident.

In addition to observing directly to the subjects, researchers also conducted online surveys to subjects through Google Meet during distance learning. From the observations it can be concluded that the subject is a quiet child so that he does not actively ask questions or express opinions in class. This makes the subject's interaction with people around him limited.

Then the results of the subject interview can be concluded that the voice of the subject is small when speaking so that it is not clear what is being said. Subjects are often silent and confused when they want to speak so that they are stuck. Subjects have difficulty choosing words and composing sentences making subjects often mistaken. In social interaction with

people around, the subject experiences obstacles and limited interaction because the subject is a quiet child and lacks self-confidence.

The next step researchers conduct interviews with classroom teachers via WhatsApp phone. Based on the results of online interviews with classroom teachers it can be concluded that subjects detected speech delay have speech skills that are still lacking. Subjects are inactive in the classroom, very rarely ask and express opinions. Subjects included a quiet and shy child so interaction with his classmates was limited. Understanding the learning material, the subject a little slowly must be repeated at least 2 times new the subject understands. The learning media used by teachers to improve the subject's speaking skills is to use images because the subject is very quick to understand.

In addition to conducting interviews with classroom teachers, researchers also conducted interviews with accompanying teachers directly at school. From the results of interviews with accompanying teachers it can be concluded that the subject detected experiencing obstacles speech delay that is Having difficulty choosing words and composing sentences when speaking makes the subject stammer. When studying or outside learning the subject of a quiet child so that it does not actively interact with classmates and people around him. Accompanying teachers often do Q&A with subjects to practice the subject's speaking skills.

The last step that researchers did in this study was to conduct a parent interview of the subjects. The results of interviews with parents can be concluded that subjects include children who rarely tell stories and are quiet. At home the subject's voice is quite loud when speaking, but when in school is small because the subject of the child is shy. The subject only played with his sister while at home because the subjects did not have friends of the same age around his house. When speaking the subject of confusion choosing a word and composing a sentence makes the subject often mistaken. The subject's parents always motivate the subject to keep the spirit in learning.

Discussion

The problems expressed in this study as a picture of the speaking skills of learners with speech delay barriers in elementary school. Discussion of the results and findings of research that has been done is the subject is a speech delay student who has impaired speech development so that interaction and communication in verbal form with people around him is hampered because often people around him do not understand what is being talked about. This

fact is in accordance with the theory put forward by Fitriyani, et al (2019) that delays in speech are one of the many problems that become a disruption in the child's development process and part of communication barriers, especially communication in verbal form. When the child speaks the listener does not understand what is being said so that it is said speech delay.

Learners experience speech delay caused by genetic and gender factors where the brother of his parents there is also experiencing speech delay. This fact is in accordance with (Taseman & dkk, 2020) that there are two factors that cause speech delays including: 1) internal factors derived in the child, namely genetics, physical disability, neurological malfunction, premature, and gender, 2) external factors come from outside the child in the form of lack of language stimulus from both parents, families and the environment.

Speaking skills are very important role in everyday life and need to be owned by everyone because if speech skills are not developed then the person can never convey ideas, ideas, thoughts, and feelings well and smoothly because the main purpose of speaking itself is to convey something to others in oral form.

Learners' speaking skills can be seen from the aspect of language and non-language learners use. In the aspect of language includes pronunciation, intonation, word choice, and sentence structure discussed. While in the non-language aspect includes fluency, mastery of topics, attitudes, and courage of learners when speaking. Speaking skills are expected to be improved and developed so that learners can communicate directly with the oral form in conveying and providing information to the listener so that the information conveyed can be understood and used by the listener. In accordance with what Nawawi expressed, (Nawawi, et al, 2017) argue that the main purpose of a person speaking is to communicate directly between the speaker and the listener to find information so that the listener can take and use the information.

Basically, the speech delay children's speech ability is still less visible that learners have difficulty in choosing words and composing sentences making learners slow when speaking, often mistaken and unclear in their pronunciation. In addition, at the time of learning activities and outside learning subjects are children who are quiet, inactive in asking, answering, and expressing opinions. In accordance with the theory of (Filsah & Hadrawi, 2020) that the characteristics speech delay in children are not much talk (tend to be silent), not able to speak fluently, lack of vocabulary mastery, word pronunciation is still wrong and disclosure of sentences that are not clear so that it can be said that children's speech ability tends to be lacking.

The lack of speaking skills that learners have is influenced by inhibiting factors, namely internal and external factors. Internal factors are the personality of learners who are quiet and lack confidence. While external factors, namely the environment around learners whose limited interaction makes the untrained speaking skills such as in the home environment, learners only play with their younger siblings and do not have friends of the same age, in school also the social interaction of learners with classmates is limited because students are less sociable. According to Hazran (2018) that speaking skills are influenced by two factors, internal and external factors. 1) Internal factors are all the potential that exists in a person both physical and nonphysical. Physical factors are related to the perfection of talking organs such as the tongue, teeth, cheeks, vocal cords, and lips. While nonphysical factors include personality, way of thinking, and intellectual. 2) External factors are things that come from outside a person such as the family environment, society, and school.

Teachers and parents play an important role in improving learners' speaking skills. In this case there are efforts made by teachers and parents in improving the subject's speaking skills, namely using concrete learning media such as images because with image media makes it easier for the subject to understand and think. In accordance with the theory of Novalina, et al. (2014) that image media can improve students' speaking skills in Indonesian lessons, with concrete and tangible media making it easier for students to think.

Then teachers and parents apply the question and answer method as an exercise that is often done to practice the subject's speaking skills, with frequent training then the speaking skills will be better and correct. In accordance with Samsul theory argues that the application of drill methods can improve the speaking skills of elementary school students because with practice students become accustomed to good and correct speech. (Samsul, 2014).

In addition, providing motivation to the subject to keep the spirit in learning is also done by teachers and parents. With the motivation given to the subject is very helpful in improving the subject's speaking skills.

CONCLUSION

Based on the discussion of the results of the study and the findings of data that have been outlined before, it can be concluded that the subjects detected *speech delay* still lack speech skills. It is evidenced from the language and non-language aspects that the subject is often mistaken and unclear in pronunciation, unnatural speaking intonation due to small voices and slow speaking, word selection and incorrect phrasing.

The subject has difficulty and confusion in word selection and sentence preparation makes the subject slow down while speaking. Teachers and parents often don't understand what the subject is talking about so ask the subject to repeat what he or she is reading. In learning activities and outside of learning activities, children's subjects are quiet and lack confidence, thus inhibiting communication and social interaction with their classmates and those around them. Subjects who experienced *speech delay due* to family genetic factors, were also the cause of the subject's lack of speaking skills. Coupled with subjects who do not have playmates of the same age around the house because the subject only plays with his sister alone makes the social interaction of the subject more limited.

As for the efforts made by teachers and parents to improve the subject's speaking skills, namely by using concrete learning media such as images, Apply the practice method in the form of Q&A, and provide motivation to the subject to stay passionate in learning.

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