

Treatments of Children With Language Disorder: A Literature Review

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ABSTRAK. Salah satu alat penting yang digunakan dalam proses komunikasi adalah Bahasa. Kemampuan Bahasa pada masa anak-anak merupakan salah satu penentu dalam perkembangan kognitif individu. Adanya keterlambatan atau gangguan bahasa yang terjadi dalam masa perkembangan dapat menghambat individu dalam menjalankan aktivitas. Penelitian ini bertujuan untuk mengetahui bentuk-bentuk perawatan atau treatment yang bisa dilakukan pada anak untuk membantu mengatasi permasalahan gangguan bahasa anak. Penelitian ini menggunakan metode literature review. Pengumpulan literatur diperoleh melalui data base jurnal seperti Research Gate dan Google Scholar. Artikel jurnal yang dianalisis sebanyak 14 artikel berupa penelitian kualitatif dan kuantitatif. Berdasarkan analisis yang dilakukan, maka didapatkan hasil bahwa terdapat beberapa treatment yang banyak dilakukan di antaranya adalah instruksi kosa kata, bercerita, instruksi naratif, dan terapi wicara sehingga anak mampu mengembangkan keterampilan bahasa dan komunikasi. Penerapan treatment yang sesuai pada anak yang mengalami gangguan bahasa akan membantu anak dalam mengatasi permasalahan yang dialami anak terkait keterampilan yang berkaitan dengan kemampuan berbahasa.

Kata Kunci: Perawatan, Gangguan Bahasa, Kemampuan Berbahasa

ABSTRACT. One of the important tools used in the communication process is language. Language ability during childhood is one of the determinants of individual cognitive development. Any delays or disorders that occur in language development can hinder individuals from carrying out activities. This study aims to determine the forms of treatment that can be given to children to help overcome the problem of children's language disorders. This research uses a literature review method. The collection of literature was obtained through journal databases such as Research Gate and Google Scholar. There were 14 journal articles analyzed in the form of qualitative and quantitative research. The findings obtained are that there are several treatments that are widely practiced, including vocabulary instruction, storytelling, narrative instruction, and speech therapy, so that children are able to develop language and communication skills. The application of appropriate treatment in children with language disorders will help children overcome the problems experienced by them related to language ability.

Keyword: Treatment; Language Disorder; Language Ability

INTRODUCTION

The act of exchanging information with another person is called communication. Language is one of the key instruments used in the communication process (Indah, 2017). The language supports people's ability to process information, communicate specific ideas, and create specific ideas (Dewi, 2017). Language also has a vital role in social life, such as in developing social, emotional, and cultural relationships (Dhieni et al., 2014). Language ability during childhood is one of the factors that affects a person's cognitive growth. Language growth in children starts at birth and continues through childhood (Houwen et al., 2016). The child's brain starts to develop and mature in early childhood, particularly between the ages of one and three years, so that they can quickly pick up language skills (Khaironi, 2018). Children will learn and comprehend a wide range of new words as they get older in order to comprehend the connection

between the functions of language and sound in language development (Hartanto et al., 2011). Children who build their language skills well will have better social and academic skills (Indah, 2017).

Any delays or disruptions in language development can make it difficult for people to go about their everyday lives (Sunderajan & Kanhere, 2019). A communication disorder known as language impairment can affect a person's capacity to comprehend, use, and communicate language. Phonology, morphology, and syntactic issues are among the language issues that can occur, as well as other challenges with the use of language (Indah, 2017). Receptive and expressive language disorders are the two major categories of language disorders. One type of language impairment is receptive language impairment, which prevents people from comprehending words they learn through reading or hearing, while another type is expressive language impairment, which manifests as difficulties for a person in communicating with others in their language (Ritvo et al., 2013). Language disorders can be brought on by a variety of factors, including hearing loss, neurological disorders, brain damage, intellectual disabilities, drug abuse, and physical issues that affect speech (Hartono, 2018).

Depending on the type and age category, language disorders are more or less common. According to the American Speech-Language-Hearing Association (ASHA), about 7% of Americans struggle with language (Ruben, 2000). Additionally, according to the National Institute on Deafness and Other Communication Disorders (NIDCD), up to 11% of infants between the ages of 3-6 have issues with their language, speaking, voice, and swallowing (Black et al., 2015). Based on the Centers for Disease Control and Prevention (CDC), language problems typically manifest between the ages of 3 and 10 years in up to 41.8% of cases and between the ages of 11 and 17 in up to 24.4% of cases (Black et al., 2015). Language disorders affect about 7% of the people in English-speaking nations (Calder et al., 2022). Language impairment is one of the most frequent types of impairment in special needs education because it is a widespread and common disorder in children (Lindsay & Strand, 2016).

In Indonesia, 15% of children between the ages of two and three have expressive language disorders, which are defined by a lack of vocabulary comprehension (Dewanti et al., 2016). Apraxia, dysarthria, autism spectrum disorder (ASD), cerebral palsy, and other developmental disorders are frequently present when speech disorders first show (Mashburn & Myers, 2010). Before the age of 36 months, a young infant can be assessed to determine whether they have a language disorder or not. Language disorders in children can be evaluated by experts using tools like the ASQ (Ages and Stages Questionnaire), CDI (Communicative Development Inventory), and ITC (Infant-Toddler Checklist) (Hartono, 2018). Children will be able to overcome language disorder issues early to prevent other problems that may occur in the future if early detection and proper treatment are applied (Kurniasari & Prima, 2020).

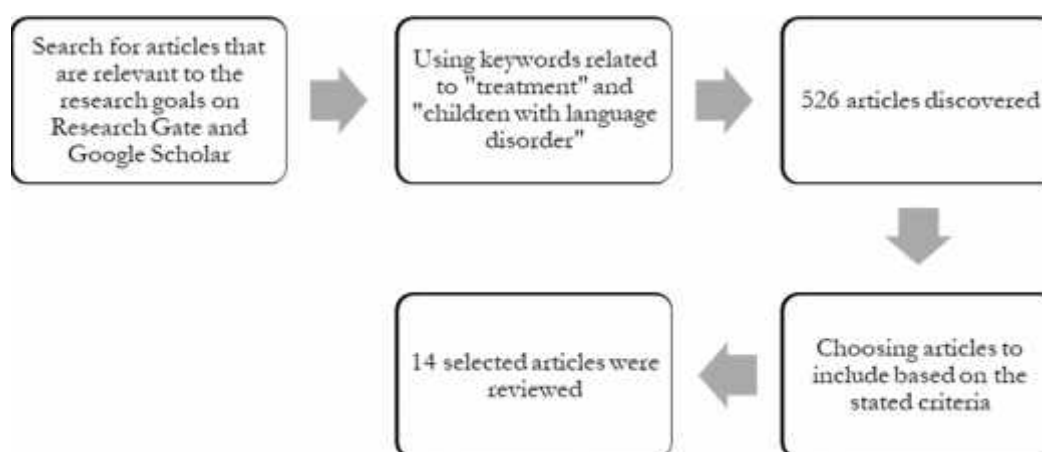
Children with language disorders who receive the proper care will be able to overcome any difficulties they may be having with their language-related abilities. As a result, the goal of this study is to identify the types of treatment that can be used to aid in resolving the issues associated with children's language disorders. Children can receive a variety of treatments, particularly when they are young because language skills start to develop rapidly at that age and aid in the next stage of development.

METHOD

This research is a type of literature review using the narrative literature review method. A narrative review seeks to identify and summarize what has already been written, avoid duplications, and seek out new research in areas that have not yet been studied (Ferrari, 2015). The main objective is to provide viewers with a thorough background to understand the current state of knowledge and to emphasize the importance of new research (Cronin et al., 2008). This research aims to increase literacy about treatments that are useful and can be used to help stimulate children with language impairment.

The collection of literature was obtained through journal databases such as Research Gate and Google Scholar. The keywords used in the literature collection are “*perawatan*” DAN “*anak*” DAN “*gangguan Bahasa*” DAN “*kemampuan berbahasa*” in Indonesian and “*treatment*” AND “*children with language disorder*” AND “*language ability*” in English. According to the inclusion criteria of the research objectives, articles that discuss the type of treatment provided for children with language disorders, published from 2019 to 2023, and using Indonesian or English, were chosen from among the 526 pieces of literature that the results of the literature search yielded. 14 journal papers make up the final set of articles that can be examined in light of the study's goals. Chart 1 below illustrates the arrangement used in this research.

Chart 1: Stages of the Screening Procedure



RESULTS AND DISCUSSION

This research aims to find out the forms of treatment that can be done in an effort to help children who experience language disorders. The findings obtained from journal articles, as described in Table 1, found various forms of treatment for children with language disorders. According to the search results discovered, vocabulary instruction, storytelling, and narrative instruction were among the treatments identified in 14 journal papers published between 2019 and 2023 as a means of assisting children with language disorders.

Table 1. Article findings on the treatment of children with language impairment

No	Title	Writer and Year	Method
1.	The Challenge of Rich Vocabulary Instruction for Children With Developmental Language Disorder	Karla K. McGregor, Amanda Owen Van Horne, Maura Curran, Susan Wagner Cook and Renee Cole (2021)	Qualitative approach
2.	Evaluating the Effect of Rich Vocabulary Instruction and Retrieval Practice on the Classroom Vocabulary Skills of Children With (Developmental) Language Disorder	Maria Levlin, Carola Wiklund-Hörnqvist, Olof Sandgren, Sara Karlsson and Bert Jonsson (2022)	Quantitative approach
3	Storytelling pada anak dengan keterlambatan perkembangan berbahasa ekspresif	Atika Permata Sari (2022)	Quantitative approach
4	Efektivitas Metode Repeated Interactive Read-Aloud dalam Meningkatkan Kemampuan Bahasa Ekspresif pada Anak Prasekolah	Meutia Mega Syahputri & Dewi Retno Suminar (2021)	Quantitative approach
5	Storytelling One Day One Book Terhadap Kemampuan Bahasa Ekspresif Anak Usia 4-5 Tahun	Erna Budiarti, Dian Farista, Diana Indah Palupi, Ludgardis Wonga Wara, Siti Agustiani Rubiah, Umi Harti (2021)	Qualitative approach
6	Peningkatan Kemampuan Bahasa Dengan Metode Dialog Reading: Penelitian Subjek Tunggal Pada Murid TK A PAUD Anak Ceria Surabaya	Emilia Mustary (2019)	Quantitative approach
7	Evaluasi Speech Therapy Dalam Mengoptimalkan Kemampuan Bahasa Ekspresif Pada Anak Speech Delay	Ratu Nur Aisyah, Shafa Fitriyani, Anisa Rizqi Rahmatillah, Lathipah Hasanah (2022)	Qualitative approach
8	Efektivitas metode pembelajaran read aloud dengan media buku cerita gambar seri untuk meningkatkan kemampuan berbahasa reseptif dan ekspresif pada anak usia dini	Mudy Endahwati, Bachtiar S. Bachri, Umi Anugerah Izzati (2022)	Quantitative approach
9	Efektivitas Penggunaan Media Kartu Bergambar Untuk Meningkatkan Kemampuan Berbicara Anak	Fahrudin Fahrudin, Ika Rachmayani, Baik Nilawati Astini, Nuri Safitri (2022)	Quantitative approach
10	Penanganan Anak Keterlambatan Berbicara (Speech Delay) Usia 5 - 6 Menggunakan Metode Bercerita Di Indonesia	Budiarti, E., Kartini, R. D., Putri H, S., Indrawati, Y., & Daisiu, K. F. (2023).	Qualitative approach
11	Hubungan Intervensi Terapi Wicara Dengan Kemampuan Bahasa Anak Gangguan Pendengaran Di Boyolali	Nur Avindi Yusup, Muryanti (2022)	Quantitative approach
12	The Effects of an Oral Narrative Intervention on the Fictional Narratives of Children with Autism Spectrum Disorder and Language Disorder	Kate Favot, Mark Carter & Jennifer Stephenson (2021)	Quantitative approach
13	Intervention in the Cohesion of Narrative Discourse in Pupils with Developmental Language Disorder	Atteneri Delgado-Cruz, Gustavo M. Ramírez-Santana, and Victor M. Acosta-Rodríguez (2022)	Quantitative approach
14	Cognitive and linguistic effects of narrative-based language intervention in children with Developmental Language Disorder	Laura J Pauls and Lisa MD Archibald (2021)	Quantitative approach

Vocabulary Instruction

The use of vocabulary instruction can aid in the language development of kids. Two articles describe how vocabulary instruction benefits children with language impairments by enhancing their language abilities (Levlin et al., 2022; McGregor et al., 2021). A method of teaching vocabulary that places a strong emphasis on learning through exercise and repetition is

called vocabulary instruction (McGregor et al., 2021). The use of vocabulary instruction exposes kids to the meanings and contexts of new terms while actively involving them (Yonek, 2009). Throughout the academic year, teachers carefully and methodically plan how vocabulary teaching will be implemented in the classroom. In order to engage kids directly with words in a meaningful manner while they are learning, interactive explanations are also necessary (Beck et al., 2013).

Teaching toddlers new words has several advantages for enhancing their language abilities (Wright & Neuman, 2015). The first benefit is that kids will be better able to comprehend and apply new vocabulary, which is helpful for interaction and communication in everyday activities. Second, word comprehension will improve for kids who struggle with literacy. Thirdly, earlier research has discovered that using vocabulary instruction over a long period of time has a greater impact on children's language development than using conventional techniques. Finally, children's verbal memory ability will grow, and their writing abilities will improve.

Storytelling

The form of treatment with storytelling strategies can help children develop language skills. There are seven studies found that through storytelling, children with language disorders are able to develop language skills better, especially in expressive language skills (Budiarti et al., 2022, 2023; Endahwati et al., 2022; Mustary, 2019; Safitri et al., 2022; Sari, 2022; Syahputri & Suminar, 2021). Storytelling can be done through various media such as storybooks or interactive pictures shown to children (Endahwati et al., 2022; Safitri et al., 2022). The application of storytelling strategies that involve active participation can increase children's verbal expression (Johnson, 1999). In addition, storytelling also improves narrative coherence in children which helps children in language and social development (Diehl et al., 2006). The use of storytelling strategies in infancy and childhood has also been found to improve children's brain development, develop language and emotional skills, and improve caregiver/parent relationships with children (Sari, 2022).

Narrative Instruction

Narrative instruction is considered capable of playing a role in developing children's language skills. Based on the findings of the literature, there are four studies that explain that narrative instruction can help children with language disorders improve language skills (Delgado-Cruz et al., 2022; Favot et al., 2021; Pauls & Archibald, 2021). Other research in the school context has also found that through narrative instruction children will have positive outcomes on linguistic and cognitive abilities (Dobinson & Dockrell, 2021). However, the effectiveness of the application of narrative instruction is also inseparable from individual factors such as age, severity in language skills, and the presence of other treatments given to children (Favot et al., 2021).

Children with language impairment will have deficiencies in retelling a story (Indah, 2017). The application of narrative instruction is a form of treatment that involves using stories and retelling a story (Spencer & Petersen, 2020). Narrative instruction is shown to provide a naturalistic context for improving the overall structure of a story as well as specific syntactic goals in children with language disorders (Pauls & Archibald, 2021). At each treatment, the content and form of the story are targeted, and the task of retelling and creating a story is given to the child (Stadler & Ward, 2010). During the implementation, the help of story visualization can be used to assist children in carrying out narrative instructions so that children become able to improve their

narrative skills, marked by increased grammatical structure and narrative production (Swanson et al., 2005).

Speech Therapy

Speech therapy was found in two studies, which mentioned that speech therapy is able to help children with language disorders develop language skills (Aisyah et al., 2022; Yusup, 2022). Speech therapy is an effort made with the aim of helping children with speech, motor, and language disorders (Kurniawati, 2015). The purpose of speech therapy is to help children be able to communicate both in expressive and receptive language skills (Aisyah et al., 2022). Speech therapy helps children improve their understanding, clarity, fluency, and voice production (Law et al., 2017). The implementation of speech therapy is accompanied by planning obtained from an initial assessment and providing feedback so that it can then provide results in accordance with the problems and needs of children in terms of language skills (Zusfindhana, 2018).

CONCLUSION

A crucial part of a child's growth is language. Children with language disorders may find it difficult to complete developmental duties in the years to come. Children with language disorders will be helped to develop their language abilities by receiving early and appropriate treatment. Vocabulary instruction, storytelling, narrative instruction, and speech therapy are some of the treatments that can be given to kids with language disorders, so ideally kids with language disorders will be helped and better able to develop their language and communication skills.

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