

# The Effect of Using Flashcard to Improve Language Skills in Children with Speech Delay

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## Abstract

Language is one of the essential aspects of life because it is a communication tool used in interacting with social beings. One of the aspects of early childhood language development is speaking. The ability to speak is essential for children to meet their communication needs. Speech delay is a tendency that is difficult to feel when you want to convey information or interact with other people. This study aimed to determine whether the use of picture word card media can affect the language improvement of children who experience speech delay. The type of research used is single-subject research. The independent variable in this study is the therapy of giving picture word cards, and the dependent variable is language ability. The subjects in this study were children aged three years who experienced speech delay. The data collection method used observation, which refers to aspects of language development that consist of understanding, expressing, and literacy. Analysis of the data used in the analysis of paired sample T-test and descriptive in the form of tables and graphs. The results of this study indicate that the use of picture word cards can significantly improve language skills in children with speech delay, with  $t = -5.382$  and  $p = 0.001 < 0.05$ . The data analysis is the analysis of paired sample T-test and descriptive in the form of tables and graphs. The results of this study indicate that the use of picture word cards can significantly improve language skills in children with speech delay, with  $t = -5.382$  and  $p = 0.001 < 0.05$ . The data analysis is the analysis of paired sample T-test and descriptive in the form of tables and graphs. The results of this study indicate that the use of picture word cards can significantly improve language skills in children with speech delay, with  $t = -5.382$  and  $p = 0.001 < 0.05$ .

**Keywords** : flashcard; language skills; speech delay

## Article Info

Artikel History: Submitted: 2022-08-12 | Published: 2022-12-30

DOI: <http://dx.doi.org/10.24127/gdn.v12i3.5940>

Vol 12, No 3 (2022) Page: 260 - 372

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## INTRODUCTION

Early childhood education is an effort to educate children from birth to the age of six years which is carried out through by providing educational stimulation to help physical and spiritual growth and development so that children have readiness to enter further education in accordance with Law No. 2003 Article 1 Paragraph 14. According to Zeuny (2019) Early childhood education is an effort given to children from birth to the age of 6 years through providing educational stimulation as a form of support for physical and spiritual growth and development so that children have readiness to enter further education. Darmawanti et al., (2018) Early childhood education is important for children as lifelong learning, starting from birth. At the beginning of children's birth until the age of 6 years, children are their golden age. This childhood is known as The Golden Age. At this time physical, motoric, intellectual, emotional, language and social development will develop rapidly.

Santrock (2012) Development is a pattern of life that begins at conception and continues to change throughout life. At the stage of early childhood development, there are several aspects, including development of moral value and religious, physical motoric, language, social, emotional, cognitive and artistic aspects (Zaini & Dewi, 2017). These six developmental aspects are important aspects that must be considered and developed, one of which is the aspect of language development (Paramitha, 2021). Language is very important for life, because language is a communication tool used by social beings to interact and socialize with the environment (Paramitha, 2021). According to Hutami & Samsidar (2018) Language is defined as a symbol that can transmit all information and ideas in the form of visual and verbal symbols. Rahmalya (2019) explained that there are four important needs for a child's life in language skills, namely the ability to listen, speak, read, and write.

Based on several aspects of early childhood language development, speaking is a very important skill and is needed by children to be able to meet their communication needs (Paramitha, 2021). In communicating properly and correctly, language must be used, because it is a symbol of sound that can be spoken and this pronunciation is called speaking (Harianto, 2020). Language is a communication tool and as a liaison between one individual and another in conveying everything that is on his mind, feelings, and desires (Anggraini et al., 2019). Language skills can be divided into receptive language skills and expressive language skills. Myklebust (in Saputri & Widayati, 2016) said that receptive language is a child's ability to learn and read the writing in every word. Meanwhile, based on Rizal's theory, expressive language is a language that must be spoken orally to support communication, which is strengthened by expressions, intonation, and body movements.(Saputri & Widayati, 2016). Language development in a 3-year-old child able to say a few words such as "how dad cuts wood with an ax" (Papalia & Feldman, 2014). However, the development of expressive language, especially speaking skills, which occurred in one of the student if PAUD Aisyiyah Sidokare with the initial L experienced delays and could not pronounce the alphabet. Based on the results of observations that have been carried out, L has not been able to pronounce a word and even has not been able to pronounce letters and alphabet. This is reinforced by the results of interviews with a teacher and parents. The teacher explained that:

"L indeed have difficulty in speaking and communicating with his peers. L is also very active hence the teacher has difficulty in monitoring him. L will scream and cry when he wants to ask for a help or wants to call out other people. When he wants to ask for something, L doesn't say a word but by pointing and moving his hand.

Apart from the teacher, L's parents also explained that:

"Rio has been experiencing problems and delays in growth and development since he was born until now. When L was 6 months old he finally could hold his head up straight, at 9 months old he could only lie on his stomach, at 14 months old he could finally sit, at 2 years 2 months old he finally learn to walk. Before school, L's behavior was out of control. L is very active and it's hard to get him sit down."

The results of the test that have been done shows that the diagnosis from the psychologist that L's language skills is delayed. Salnita et al. (2019) explained that child's language development includes the ability to respond to sounds, sound directions, carry out commands, and speaking skills. The impact of the obstacles that occur in children can cause them to be insecure, difficult to interact with their friends, and feeling afraid of their friends (Hutami & Samsidar, 2018). Speaking skills is as important as language development, by speaking individuals can interact with other people and the surrounding environment. L has difficulty in expressive language or also known as speech delay.

The occurrence of obstacles in the development of speech can affect the social adjustment of children. Children who experience speech delay can be seen from the stage of development that is not in accordance with normal children (Paramitha, 2021). Delay in speaking can also be called speech delay. Speech delay in early childhood is a capacity in language development that is not in accordance with their age, where children should be able to express and master vocabulary. (Nahri, 2019). Speech delay is a tendency that is difficult for children to feel in conveying expressions and wishes to others (Khoiriyah et al., 2016). The factor that causes children to experience speech delay is the lack of children in receiving information caused by the low level of children's intelligence in language. In addition, it is also because parents still use baby language when communicating with children. This causes children to be less motivated to develop and increase vocabulary according to their age (Alfin & Pangestuti, 2020). To be able to develop children's language skills, a researcher must have the right strategies, media, or methods to make teaching easier. Learning media is a tool that can be used for learning and teaching activities. With that, it can make it easier for teachers to convey information, lessons, and stimulate students' minds (Septiany, 2016). Learning media and therapy are given hoping to reduce speech delay in children. Besides therapy, there are several learning methods that can be applied to children (Alfin & Pangestuti, 2020). One of the appropriate learning media is a picture word card or Flashcard.

Flashcard is a learning media that is easy to use and in the form of a card with a size that is not too large (Febiola & Yulsyofriend, 2020). Images on flashcard can expand vocabulary and train memory (Mirantisa et al., 2021). Muyasaroh (2017) explained that using flashcard can help children learn and it become something new that children get when learning.

Previous research conducted by Adhani et al (2016) with the title Improving Language Development Using Flashcard Media in Early Childhood in Sanan Rejo Village, Malang, explained that the results of the study found that the average language ability (phonology) of children in the first cycle showed an average of 22.45. While in the second cycle showed significant results, namely 40.66. This indicates that the results after being given an action show a significant change.

The results of research conducted by Rofi'ah et al (2018) with the title Flashcard Image Media in Stimulating the Language Development of 3-4 Years Old Children shows that the median score of language development after being given Flashcard learning media shows an increase of 15%. It can be seen from the results of the questionnaire distribution, as follows: Respondents who have very well developed criteria of 24 respondents (47%) are in indicator B (Can communicate/speak clearly orally) about imitating letter sounds. While the respondents who met the criteria began to develop mostly on indicator D (can produce scribbles/pre-writing) about "recognizing the writing of one's own name" amounted to 17 respondents (33%).

The results of research conducted by Ismundari & Suprayitno (2004) with the title The Use of Picture Word Card Media to Improve Children's Language Proficiency Group B showed that from the results of the first cycle there was an increase in children's language skills in learning. This can be proven from the comparison results before and after being given corrective. Before the improvement was given, the number of children who could reach the indicator was only 13, while the results after being given improvement increased

to 17 out of 20 children. This illustrates that there is an increase of about 10% after the repair is given.

The use of flashcard is an alternative way that can develop language, in speaking skills when children have difficulty expressing and conveying ideas due to the limited and unattractive media available, as well as less proper learning methods. Based on the research background that has been explained, the researcher interested in conducting research on "The Effect of Using Flashcard to Improve Speaking Ability in Children with Speech Delay"

From the description above, researcher interested in conducting more in-depth research on whether the use of flashcard media is to improve language skills in children who experience speech delay. Therefore, the purpose of this study is whether the use of flashcards media can affect the language improvement on children who experience speech delay.

### **Language skill**

At the stage of early childhood development, there are several aspects, namely the development of moral and religious values, physical motoric, language, social, emotional, cognitive and art (Zaini & Dewi, 2017). These six aspects of development are important that needed to be considered and developed, one of which is the aspect of language development (Paramitha, 2021). Taufiqurrahman & Suyadi (2019) argues that there are several aspects of children's language development, namely vocabulary, syntax, semantics, phonemes, phonology, and morphology. According to Safangati (2015) there are several factors that influence language development in early childhood, namely the child's age, environmental conditions, children's intelligence, family socioeconomic status, and physical condition. Hurlock (1996) argues that language is a motor skill that is used as a tool in communicating by associating some of the sounds produced. According to Harianto (2020) language as a sound produced to communicate and language is one of the important tools in communicating. The success of children in adapting and socializing in everyday life is very dependent on their language skills and abilities. Adhani et al (2016) language is a tool for communicating orally, in writing, or with signs based on systems and symbols. Language plays an important role in human's everyday life, by using language humans can convey information, ideas, and by using language they can socialize and interact with others.

According to Nurhanifah (2019) in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 concerning National Standards for Early Childhood Education, the Level of Achievement of Language Development for children aged 4-5 years as follows:

1. Understanding Language
2. Expressing Language
3. Literacy

### **Use of Flashcard Media to Improve Language Skills**

Media is an intermediary that is used with the aim of making it easier for the sender to convey something to the recipient with the aim of stimulating the thoughts, feelings, and attention of students so that it is easy in the learning process (Ismundari & Suprayitno, 2004). According to Zaini & Dewi (2017) media is an intermediary for sending messages that is used by the sender to the recipient of the message in order to stimulate the thoughts, feelings, and attention of children in the learning and teaching process. In this case the media plays an important role in learning and teaching process. Media that is suitable for learning and teaching process is a media that has been matched and in accordance with the age of students. The use of learning media is one of the important roles used by teachers to facilitate the learning and teaching process.

There are several types of learning media including audio media, visual media, audio visual media, and environmental media. One of the learning media that can be used is letter boxes. These letter boxes are used to attract children's attention in reading and

make it easier for children to arrange letters into meaningful words. With this learning media, children can develop their language skills. In addition, this box can train children's logic and thinking skills so that they develop more (Zaini & Dewi, 2017). Children can develop their abilities in the field of sound, writing, reading as a support in higher literacy. This requires a learning method that is easy for children to use and provides motivation so that children can improve learning and language (Adhani et al., 2016).

## **METHOD**

### **Research design**

This study used the experimental method. The design used in this study is a single subject research. Rukminingsih et al. (2020) explained that experimental research is a study that is carried out intentionally and regularly to find out the changes that will occur and the results of these changes. According to Creswell (in Rukminingsih et al., 2020) experimental research is a study that aims to find out whether there are changes that affect the results after applying the ideas, practice processes, and procedures that have been given.

In the baseline phase A, observations are initiated and treatment are given in the intervention phase B. The subject will be observed starting from the activities carried out in accordance with current developments and digging for more accurate information. Then the subject was given treatment to improve his speaking ability.

### **Variable Identification**

The research variables used in this study are:

1. Independent variable: flashcard
2. Dependent variable: language ability

Flashcard is a learning media that is used to facilitate students in learning in the form of cards. By using this media, it is easier for students to get to know new vocabulary. While the ability to speak is a skill that is used to convey an opinion or information orally to others.

### **Research subject**

The subject of this study involved a student who attended PAUD Aisyiyah Sidokare. This subject is a male with the age of 3.8 years who was diagnosed by a psychologist as having a delay in language or also known as speech delay.

### **Research Instruments**

In this study, researcher used structured observation data collection techniques as a research instrument. This structured observation is used to observe activities and determine the development of the subject. This application uses flashcard media. Observations were made during the pre test (baseline phase A) and during treatment (intervention phase B). The instrument used is a language development instrument which refers to understanding language, expressing language, and literacy. Assessment of structured observations using language development guidelines in the form of tables. This can be seen in table 1.1

Table 1. Language Development Guidelines

<b>Indicator</b>	<b>Sub Indicator</b>	<b>Scoring</b>
Understanding Language	Understanding other people's words and understanding two related commands. For example, you can tidy up the game and put it in its place	4 understand words and understand commands 3 begins to understand words and understand commands 2 don't understand yet but there is an improvement to start understanding 1 do not understand command at all
Expressing Language	Repeat simple sentences and ask questions with correct sentences. In instance being able to ask questions with "what" or "where"	4 able to ask questions 3 starting to be able to ask questions 2 can't ask a question 1 unable ask any questions at all
Literacy	Express feelings with adjectives and express opinions to others. In instance, a child provides information when he feels hungry or sick	4 able to express feelings 3 begins to be able to express feelings 2 cannot express verbally but is able to express through expression 1 unable to express in any way at all

### Stages and Procedures

The stages of the procedure used by the researcher include the preparation, implementation, and intervention stages. The first stage is preparation stage. The researcher prepares a research design starting from preparing a research proposal that will be used. The proposal contains the problems that will be used by researcher, then determines the subject and place to be used as research. Subsequently, the researcher prepares the instrument that will be used, and finally prepares the equipment that will be used during the therapy process.

Furthermore is the implementation stage. At this stage the researcher collected data using direct observation techniques. The researcher will observe the subject first to get the initial data (baseline). This initial data collection was carried out for 3 days by observing the subject when carrying out activities. After getting the data, the researcher began to develop an age-appropriate learning method that was easy to apply to the subject. Afterward, the researchers began to provide intervention in the form of therapy using

flashcards media (treatment phase). This therapy was conducted for 6 weeks. In a week, therapy was carried out 3 times with a time of 45 minutes each.

The last stage is intervention. At this stage the researcher wants to know the development of the subject through the learning method. The method used is flashcards. The flashcards used were transportation and letters of the alphabet. The following is the schedule of the subject's intervention:

Table 1. Research Activity Schedule

<b>Sesion</b>	<b>Detail</b>
<i>Baseline</i>	Determine the subject to be studied Observe the subject for a week Interviews with the subject's teacher and parents related to his development
Experiment	Determine the media that will be used in the learning and teaching process
<i>Pretest</i>	Introducing the media that will be used during the learning and teaching process
Intervention	Provide pictures to the subject and he will be asked to show the picture according to what the researcher mentioned Researcher begin to explain the names in the pictures
<i>Post test</i>	The subject is able to name the picture given by the researcher Researcher records developments that occur in the subject during the study
<i>Closing</i>	The researcher take notes of the process that has been carried out from the beginning to the results that have been achieved

The researchers have arranged a schedule that will be carried out at the time of the research. In the baseline phase, the researcher determines the subjects to be studied. At the experimental stage, the researcher observed the subject, conducted interviews with the subject's teachers and parents regarding development, and determined the media to be used during the learning and teaching process. In the pre-test phase, the researcher introduces the media that will be used during the teaching and learning process. In the post-test phase, the subject ables to name the pictures given by the researcher. Finally, the closing phase, the researcher records the developments that occur in the subject during the research, and records the research process that has been carried out from beginning to completion.

### **Data analysis**

Research with a single subject or single subject research (SSR). Data analysis with descriptive statistics in the form of tables and graphs. The aspect that is analyzed is the aspect of language development. The aspect of language development has some levels of achievement of language development for children aged 4-5 years is as follows:

1. Understanding Language  
In understanding language, the subject ables to listen to the words and understand orders from others.
2. Expressing Language  
In expressing the language, the subject ables to ask and answer with correct sentence.
3. Literacy

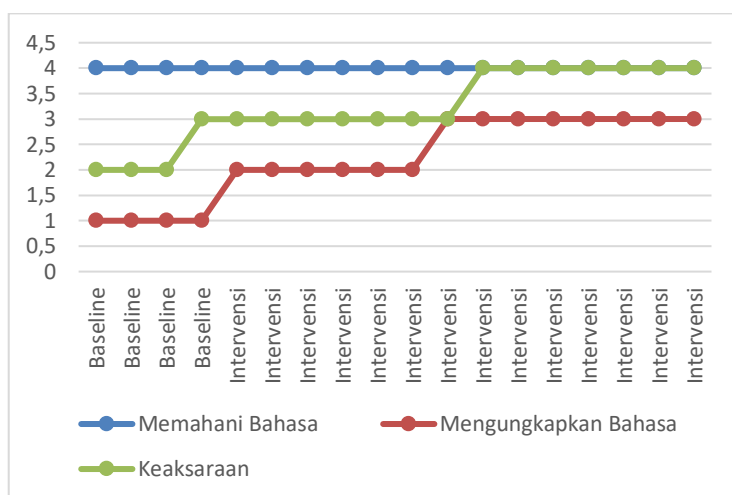
In literacy, subjects ables to express their feelings and explain information clearly.

## RESULTS AND DISCUSSION

### Description of the improvement language skills before and after intervention

At the baseline and intervention stages, the subject's ability at the level of achievement in understanding language was stable. Subjects ables to carry out activities when given orders to tidy up game tools. However, the level of achievement in expressing language and literacy, from the baseline to the intervention stage, has increased. Previously the subject was not able to ask questions with the correct sentence and now the subject began to be able to ask questions and previously the subject could not express feelings using adjectives until the subject was finally able to express feelings of hunger and pain. The following is a graph of language skillss improvement:

Picture 1. Graph of Language Development Results



At the baseline stage, observations and trials of the introduction of flashcards were carried out 4 times. During this stage the obtained score at the first to the third meeting was 7. At the fourth meeting the obtained score was 8.

During the intervention, the obtained scores continued to increase. At the first to sixth meetings the subjects acquired a score of 9. Later on at the seventh meeting the subjects got a score of 10. Afterwards the subject scored 11 at the eighth to 14th meetings.

### Flashcard method analysis results to improve language skills

Table 2. Results of Independent Sample T-test Pre-test and Post-test

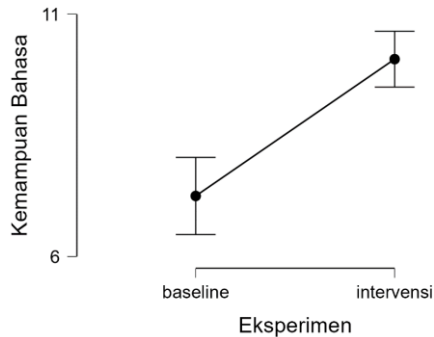
	Average		T	P	Cohen's d
	Baseline	intervention			
Language skill	7.25	10.071	-5.382	<.001	-3.051

Notes. Student's t-test.

The independent t-test table shows that this increase in language development experienced a significant increase ( $t = -5.382$ ;  $p = 0.001 < 0.05$ ). Cohen's d value (3.051)

indicates that the magnitude of the effect is high. This can be seen from the results of the graph as follows:

Picture 1. Graph of T-test Results



The hypothesis in this study is accepted that the flashcard method can improve the language skills of children who experience speech delay. This can be seen from the results of hypothesis testing which has increased from the baseline to intervention. During the first to third sessions, they could not express language and literacy. Later on at the baseline of the fourth session until the 14th session of intervention began to show a change (table 1.4). This can be seen from the language development table below:

Table 3. Description of Baseline and Intervention Stage Language Development

	Group	N	Mean	SD
Understanding Language	Baseline	4	4.000	0.000
	Intervention	14	4.000	0.000
Express Language	Baseline	4	1.000	0.000
	Intervention	14	2.571	0.514
Literacy	Baseline	4	2.250	0.500
	Intervention	14	3.500	0.519
Total Language Development	Baseline	4	7.250	0.500
	Intervention	14	10.071	0.997

## Discussion

This study shows a change in improving the subject's language after being given therapy using picture word cards as media. The results showed an increase after being given treatment. This is because the learning media have been customized for children who are easily attracted by the shape of the boxes on the flashcards. Later on, the use of flashcard can motivate children to think and learn. In addition, using flashcard ease the subject to learn. The subject becomes curious about the names on the flashcard.

According to Muyasaroh (2017) using flashcard can help children learn and it become something new that children get when learning. The use of flashcard is an alternative way that is easy to use in the learning process, can develop language skills, especially in terms of speaking when children have difficulty and want to convey ideas or information. The use of flashcard aims to help children improve vocabulary and memorize the names of the picture on the cards.(Mirantisa et al., 2021).

After being given treatment, the subject showed a change in his language skill, but the subject could not ask a question when asked nor ask a question when he did not understand something. This is due to the limited time researcher have to provide treatment. Researcher can only provide treatment when the subject is at school. Besides, the subject had to follow the subject's lesson at school and the limitation of available classroom at school also cause the subject to hardly focus when given treatment.

According to Nahri (2019) speech delay is the level of development of children in speaking that is not in accordance with their age, it is when children have difficulty in speaking and lacking vocabulary mastery. Khoiriyah et al., (2016) explained that children who have a disturbed speech delay is when he is able to conveys information verbally, but hardly understand the language recieving. According to Paramitha (2021) speech delay is a condition where children find it difficult to express their wishes by speaking because the development of their speaking abilities is not in accordance with their age. There are several factors that cause children to experience speech delay, namely the lack of parents in communicating with children and parents who do not understand the development of children at their age.

Septiany (2016) explained that the use of flashcard media can help overcome difficulties in speaking. This is in accordance with the results of previous research, the thesis by Rahmalya (2019) entitled "Application of Flashcard Media to Develop Children's Language Skills at Al-Kautsar Kindergarten Bandar Lampung" states that applying flashcard media can develop children's language skill. Thereafter, according to Rofi'ah et al. (2018) with the title "Flashcard Image Media in Stimulating the Language Development of 3-4 Years Old Children" explains that this media is very effective in stimulating children in children's language development. This is because the media is easy to learn, not boring, and makes it easier for children to learn. In addition, in the journal PG-PAUD Trunojoyo (Adhani et al., 2016) entitled "Improving Language Development With Flashcard Media in Early Childhood in Sanan Rejo Village, Malang" said that there were several children aged 5-6 years experiencing changes in language development using flashcard media. As well as research conducted by (Ismundari & Suprayitno, 2004) with the title "The Use of Flashcard Media to Improve Language Skill of Group B Children" indicates that the use of these media can facilitate teachers and children in language skill when doing activities.

This study shows that there are changes that occur before (baseline) and after treatment (intervention) when given treatment using flashcard media. with the provision of this media can help improve the language skill of children who experience speech delay. This research has encountered several obstacles. One of them is constrained by time when giving treatment and limited space when giving treatment. In addition, the subject's physical condition which is often times feeling unwell makes it difficult for the researcher to meet the subject.

There are limitations in this study, namely the first is that there was only one subject in this study, secondly is the measurement tool which only used structured observation, and the last one is only used a single subject as the research design.

## **CONCLUSIONS**

Based on the results of the research that has been carried out, it can be concluded that the use of flashcard media can improve language skill in children who experience speech delay. This can be seen from the results of data analysis in the graph of language improvement that shows a change.

The implications of this study for further researchers are suggested when conducting research related to the use of flashcard media with more subjects and must be controlled. Furthermore, prepare for a longer and more intensive time. Because the media varies in models. In order to be able to use more varied flashcard, there will be more time needed to do so. So that students' can learn more knowledge and is not boring.

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