Early detection of speech delay and family factors

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Abstract

Speech delay is one common developmental disorders in children. The purpose of this study was to detect factors that affect speech delay in children aged 48-72 months. This quantitative research used analytical design with cross sectional approach. 159 children were chosen as samples in this study. Data analysis used chi square test. The results showed that family factors of speech delay with p value of 0.853 and factor of working mothers with p value 0.245. In this study, it can be concluded that there is no relationship between family factors and working mothers with speech delay. Parents need to give stimulation to their children so it will improve their language skills. Stimulation by using various game media will help children to practice communication skills.

Introduction

Speaking is an ability that must be possessed by every human being and each child has a different experience. Speaking is a verbal communication ability that will make it easier for someone to understand what is meant by something they want to convey. Every human being will definitely enter the stage of communicating starting from the baby whose communication model will be different from the more adult person. Language progress that occurs in early childhood will become the foundation for further child development in elementary school age for their speaking abilities. Child at the age of 5 years has mastered nearly 800 words and preschool students aged 6 years are estimated to have learned 6 to 10 words of language every day if the ability to speak is incorrect according to the time, it is very unfavorable for children to make a good speaker. Based on the association of speech, speaking and listening, Americans have a speech delay of 10% which occurs in children. Meanwhile, preschool children had a percentage of 2% -19% speech delay. The ability to speak to children and daily language usage in children are included in the part of the speech delay. This delay will affect when the child entered the school and this also will interfere in subsequent children’s literacy skills, including slow understanding of writing. In fact globally, cases of speech delay are increasing. Based on the incidence of speech and language disorders are increased by 5 -10% in elementary school children. In some Early Childhood Educations in the City of Banda Aceh still found children who experienced speech delays such as: slow in expressing the feelings with the sentence, speaking unclear, stuttering/slurred and difficulties in developing vocabulary in communication. This also happens in Samarinda, more than 14% of children in growth experience disruption in speech. Hurlock said that for children to know how to pronounce words correctly, and then combine them into correct sentences, then they must have a good speech model to copy. In this case the importance of the participation of parents and surrounding families who will be able to assist in the child’s achievement process.

In family, obviously there are parents who always work either one who works or both. Family relationships between children with parents who both work will have less time in accompanying children to play every day. Previous study stated that a good relationship between parents and children (caring, and parents’ affection) facilitates the development of children’s language, while bad relationships resulted in children experiencing difficulties or delays in the development of their language. Early detection of children’s speech development will be very useful for children in the future. Parents must pay attention and be directly involved in achieving this stage of language development.

Materials and Methods

This study used a cross sectional approach. The sample in this study was all students who were active in Kindergarten of Darul Falah, Kindergarten of Tunas Ilmu, Early Childhood Education of Rasyiqah, and Kindergarten of Barunawati totaling of 159 children. Data collection techniques used questionnaires and then analyzed by using chi square test.

Results

In Table 1, it shows the status of mothers who worked and children who experienced speech delay (42%). Meanwhile, mothers who did not work had children with speech delay of 32% with p Value showed 0.245 which means that there is no relationship between mothers working with speech delay in children.

In Table 2, it shows a family history that has a history of speech delay had children with speech delay of 32% with p Value showed 0.245 which means that there is no relationship between mothers working with speech delay in children.
delay of 36%. Based on the results, it showed p Value of 0.853 which means there is no relationship between working mothers with speech delay in children.

### Table 1. Status of mothers who work with children who experience speech delay.

| Mother status work | Speech delay No | Yes | P value |
|--------------------|----------------|-----|--------|
| Work               | 40 (58%)       | 29 (42%) | 0.245 |
| No Work            | 61 (68%)       | 9 (32%)  |

### Table 2. Family history of delay in talking to children who have a speech delay.

| Family factors that are speech delay | Speech delay No | Yes | P value |
|-------------------------------------|----------------|-----|--------|
| Positive                            | 25 (62%)       | 16 (38%) | 0.853 |
| Negative                            | 75 (64%)       | 42 (36%)  |

### Discussion

The results of the study are related to the working status of mothers, nowadays commonly mothers have started working outside, but in this study there was no influence of working mothers with speech delay cases. This happens as mothers still have quality time to accompany their child and stimulate their children development. The results of this study are also similar to the results of previous studies, that is a research conducted by Cheuk and Wong Sylvestre and Merette which showed no relationship between mothers who worked with children who experienced speech delay. Studies found that it was caregiver roles who could help talking with children while their mothers work outside so children will be motivated to learn the language.

In family history factors also did not have influences on the speech delay, actually the results of this study are inversely proportional to the theory that one of the factors that influence the speech delay is genetic. As the term Specific Language Impairment Consortium finds a linkage between language disorders and two separate loci on chromosomes 16 and 19. The chromosome 16 locus is associated with poor performance in word repetition tests and short-term memory. While chromosome 19 locus is associated with poor appearance on expressive language tests, but sufficient reasons can be included as the reason in this study is that large family types will affect the child’s communication skills. On the other hand, respondents who live more than 4 people in one house, children will have more opportunities to develop the language.

Language stimulation is the activity of stimulating child’s language so that children will have an optimal development. Every child needs to get regular stimulation as early as possible and continue and this could be done by mothers, fathers, caregivers, as well as their closest relatives. Lack of stimulation can cause permanent language disorders. Early detection of language development disorders greatly determines the value of interventions that will be given so that it will affect overall cognitive development. Screening for speech delay in toddlers influenced their school abilities and language development at the age of 8 years, it shows that screening can reduce the number of children who need special education and provide improvements in proficiency language development. At the age of 8 years only 2.7% in the group given the intervention compared with 3.7% of the control group who needed special schools.

### Conclusions

In this study, it can be concluded that there is no relationship between family factors and working mothers with speech delay.

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