

## Speech Delay In A 4 Years Old Child

**Selli Deskiyani Nurotul Istiqomah<sup>1</sup>, Vera Magria<sup>2</sup>, Rini Afrilesa J<sup>3</sup>**

English Literature Program, Faculty of Language Universitas Muara Bungo  
E-mail: [sellydeskiyani@gmail.com](mailto:sellydeskiyani@gmail.com), [veramagria14@gmail.com](mailto:veramagria14@gmail.com), [afrilesananda85@gmail.com](mailto:afrilesananda85@gmail.com)

### ABSTRACT

*This research analyses the speech delay by a four-year-old child named Muhammad Lutfi Aziz in Unit 1, Jambi Province, Tebo Regency, Rimbo Bujang District, Perintis Village. The objectives of this study are (1) to explain the forms of speech production in children who experience speech delay (2) To find out the factors of speech delay. The author used a descriptive qualitative method approach to conduct the research. Meanwhile, to analyse the data, the author used the theory from Steinberg (2006) with supporting theory from literature (2010). The results of the study reveal some findings that show that children produce three forms of words at the speech production stage, namely: (1) naming, (2) holophrastic, (3) telegraphic. Based on 24 data found in this study, the author found 3 data of naming words, 12 data of holophrastic words, 9 data of telegraphic words. The results of this study also show that the factor that affects speech delay in this child's speech is the language style of communication when speaking ineffectively, such as parents who do not use clear and correct language.*

**Key words:** *Psycholinguistic, Speech Delay, speech production*

### INTRODUCTION

Psycholinguistics is a field of science that explores the complex relationship between the human mind and language (Field, 2003:2). based on this explanation psychology and language interact with each other, exploring various aspects ranging from how the brain processes language to how we acquire it. Psycholinguistics can be explained more broadly, studying the complexity of language is how language itself is organized and functions, the relationship between language and the brain is the neurological mechanisms that underlie language production and understanding, the process of language acquisition is how individuals, especially children, learn to speak and understand their native language, the structure of language

acquisition is the stages and patterns that occur during the process of learning language. The structure of language methods is the approaches and strategies used in learning or teaching language. It is important to understand psycholinguistics because the brain plays a crucial role in the language process. A healthy brain allows one to react intelligently and assimilate information quickly. In contrast, individuals with brain disorders who have difficulty in receiving and responding to messages often exhibit language disorders. There are three main studies in psycholinguistics that are highly relevant: language acquisition, language disorders, language learning. Language Acquisition is the natural and subconscious process of mastering the mother tongue. Language Learning is How

we consciously learn a new language. Language Impairment is Any condition that affects a person's ability to understand or use language.

According to Field (2004:23) asserts that hesitation and pauses, which represent the speech planning process, are intimately associated with language creation. At the phonetic level, language production necessitates the preparation of specific features, giving speakers command over the articulation form. However, children often make unintentional speech errors or slips of the tongue that deviate from the intended meaning of the language. Children can make phonetic errors during this stage of development because their speech organs are still developing. Since the tongue, lips and palate are still developing, these errors are normal. Children usually naturally get better at pronouncing words correctly with time, practice and exposure to proper language use. good brain function and speech organs will make it easier for someone to communicate well. However, those who have impaired brain function and speech organs will certainly have difficulty in the production of language when communicating because the speech organs are very important and will work together with brain functions, both receptive and productive. This is often referred to as language disorders. Linguistically, language impairment is “the inability to acquire and process information” (Suherman 2016:3). Speech delay is a problem during the child's developmental period; this can occur if the child's speech process is below the developmental stage at his age. Children can learn to speak in two ways: first, by imitating models they see, either from peers or from older people. Second, with exercises given by adults through special guidance and direction Hurlock, in Achmad Maulana Irchamna (2024:2).

There are several factors of speech delay. speech delay that occurs in a child whose development in other fields is normal,

is rarely caused by physical abnormalities, such as abnormalities of the tongue or palate. From this statement, it explains that someone who has a delay in speaking is not caused by a genetic disorder of the speech system but from a disorder of speech acquisition or processing in the brain. In this study, researchers took several literature reviews related to the topic raised. Among them are speech delays in children, types of speech disorders in children, factors that affect speech delays. Speech delays in children are often a concern for parents, but it is important to understand that, in most cases, the cause does not lie in a visible physical abnormality. When a child shows normal development in other areas of motor, cognitive, social the speech delay is rarely due to a physical abnormality, such as a problem with the tongue or palate. speech delays in such individuals are unlikely to stem from genetic abnormalities in the speech system itself. Instead, the focus shifts to a more complex area: abnormalities in language acquisition or processing in the brain. This means it is likely that the way the child's brain processes sounds, understands meaning, or organizes words for speech production is impaired.

In this study, the authors also provide several journals and theses related to this research. such as the first from Cantika Delfi Artamia (2023) S1 Thesis, with the title “Case Study of Speech Delay of Eating Age Children at Paud Anak Hebat Kartasura” Submitted to the Faculty of Tarbiyah Science. The second is from Ratih Purnama Sari, Nuryani (2020) a journal with the title “Analysis of Speech Delay in Children A Case Study Of 10-Year-Old Children”, Syarif Hidayatullah State Islamic University Jakarta. The third is a journal from Amat Hidayat1 (2022) with the title ‘Social Interaction of Speech Delay Children at School’. Raudhatul Athfal Al Barkah Citeras Subdistrict Serang District’, Faculty of Teacher Training and Education, Bina Bangsa University. The third is a journal

from Amat Hidayat1 (2022) with the title "Social Interaction of Speech Delay Children at School". Raudhatul Athfal Al Barkah Citeras Subdistrict Serang District", Faculty of Teacher Training and Education, Bina Bangsa University. The fourth is the journal of Siti Rahma Anissa Salsabila, Rima Yuniarti, Purwati, Sima Mulyadi (2023), with the title "Language Development in Children with Speech Delay Disorders", University of Education Indonesia, Tasikmalaya. The fifth is a journal from Choirul Maromi, Pamuji (2024), with the title "When a Child is Speech Delay: Causes, Diagnosis, and Intervention", Postgraduate PAUD, Surabaya State University.

In this study, the researcher only focuses on the sound form of speech production in people with speech delay by focusing on the words spoken by the child and the factors that influence the delay in the child. Every research conducted will provide benefits. The benefits of this research are Readers can provide an effective alternative therapy for children with speech delays who may not respond well to therapy methods, Add insight for readers to be more thorough in interpreting the sounds of speech production in children with speech delays, phonemes spoken in children with speech delays, Improve the communication skills of children who experience speech delays, thus helping them interact more effectively with their environment, Help children with speech delays overcome their difficulties comprehensively, including psychological and emotional aspects. Increase the reader's knowledge about the interpretation of sounds in the production of sounds uttered by children with speech delays.

## METHODS

The data source is the source from which the data is taken. The data source is where the data is obtained. Data sources are divided into two kinds, namely substantive data sources and local data sources Sudaryanto

(1993: 40), namely Substantive data and Location data. Substantive data is data that is originally collected by the author for the first time. This data includes conversations, scripts, transcripts, writings, surveys, observations, personal interviews, speeches and so on. The substantive data of this study are the sounds of words, phrases, clauses, and sentences produced by a four-year-old child, named Muhammad Lutfi Aziz. Location data is data that is used as a complementary data source that supports substantive data. The location data in this study came from Muhammad Lutfi Aziz house in Perintis Village, Rimbo Bujang District, Tebo Regency, Jambi Province.

According to Sudaryanto (1993:88) states that there is observational method (Simak method) is a method the data by observing the use of the language, Participant Observation Technique (SLC) is this involves the researcher as part of the situation or group being observed and Non-Participant Observation Technique is where the researcher is not directly involved in the activity or situation being observed. The researcher will use the participant observation method. The participant observation method can be done if the observation of the language data under study is carried out by the data collector by means of the researcher being directly involved in the activity or situation being observed. So, the researcher participates in the conversation with the data source, the researcher only takes data by observing the data source from the recording or video while paying attention to the words or sentences produced from the recording or video. the use of the interlocutor's language in the conversation. recording is also done by recording using a mobile phone. The stages of the techniques used for research are interview techniques, documentation techniques, recording techniques, note-taking techniques.

The researcher will use the participant observation method. The participant observation method can be done if the

observation of the language data under study is carried out by the data collector by means of the researcher being directly involved in the activity or situation being observed. There are two methods that can be used in an effort to find rules in the data analysis stage, namely the referential pairing method (padan) and the distributional method (agih). Referential method, the determining tool is outside, independent, and not part of the language (langue) concerned. There are five kinds of methods, namely referential, phonetic articulatory, translational, orthographic, and pragmatic (Sudaryanto, 2015:15). The next task for a researcher is to convey the results of data analysis in a certain format after the data has been processed. "There are two kinds of ways to present language research data, namely formal presentation and informal presentation," said Sudaryanto (1993: 114). Researchers will use formal and informal methods. Because natural language can be used to show and describe the findings of speech delay analysis, especially speech in the form of words or sentences and data listed using tables for writing. After obtaining the data, the researcher will process the data to determine the context that appears in the conversation situation. After obtaining the data, the researcher will process the data to determine the context that appears in the conversational situation. This is supported by Dell Hymes in Seken (2015: 51), which states that every communication can be understood based on and depends on the context that accompanies it, so that no communication or social interaction using language can be analysed without considering the context in which the communication or social interaction takes place. Aspects of context in his theory called the "Model of Speaking" (Dell Hymes in Arifiany ,2016: 5). The following are the aspects contained in Hymes' theory, namely: Setting and Scene, Participants, Ends, Acts, Key, Instrumentality, Norms, Genres.

## RESULTS AND DISCUSSION

### Psycholinguistic

According to Field (2003:2) Psycholinguistics is exploring the relationship between the human mind and language. Based on the theory above examines the relationship between the things that language can give us and our drive to express and communicate. After that, psycholinguistics is derived from the words psychology and linguistics, which are two distinct disciplines with unique procedures and methodologies that stand on their own, according to etymology. However, they both study language as a formal object. The only difference between these two fields of study is that linguistics studies language, while psychology focuses on language behavior or processes. It is concluded that the main goal of psycholinguistics is to identify theories of language that explain the nature of language and how it is acquired mentally and linguistically. Based on the above explanation, psycholinguistics is the study of language and how the human brain processes language when speaking, listening, learning, and speaking.

### Language acquisition

The process of language acquisition in children is a natural phenomenon that occurs organically. Since birth, children have begun to acquire language through interaction with their surrounding environment. According to Chomsky (1965:769), children's language skills develop naturally, not just through the process of memorizing vocabulary, grammar rules, and social applications. Children's language acquisition process is more related to the growth and maturation of a relatively fixed language capacity, which is influenced by appropriate external conditions. This means that children have an innate ability to acquire language, and their surrounding environment only facilitates this process. emphasizes that language acquisition is not a process that is completely learned through experience, but rather a process of growth and maturation of children's existing language abilities (Chomsky, 2009:101). This

means that children have the ability to acquire language naturally, without the need to be explicitly taught. Thus, children's language acquisition is a complex and dynamic process, involving the interaction between children's innate abilities and their surrounding environment. This understanding can help us understand how children acquire language quickly and effectively, and how we can support their language acquisition process.

### **Speech production**

Speech production is the process of transforming ideas from one's thoughts into spoken language. At birth we cannot understand speech, nor can we produce speech, we have a mind and, in our minds, we have the means to produce and understand speech (Steinberg, 2006:22). The speech production process consists of three stages, namely from the vocalization stage to the mumbling stage to the speech stage: (vocalization to mumbling, mumbling to speech, explaining the sequence of consonant and vowel mastery), Early speech stage: (naming, holophrastic, telegraphic, morphemic), Late speech stage: (formation of rules for negative sentences and other complex structures). From Vocalization to Speech is the initial stage of speech production begins with vocalizations, which are non-linguistic sounds such as cries or shouts produced by newborns. Then, it progresses to the mumbling (babbling) stage, where babies begin to produce repetitive speech-like sounds, such as "ba-ba-ba" or "da-da-da". At this stage, the baby begins to experiment with different combinations of consonants and vowels, gradually mastering the sequence and formation of sounds specific to the language. The transition from mumbling to speech signals that the baby begins to associate the sounds with meaning, making them part of intentional communication. The Early Speech Stage is After the mumbling phase, the child enters the early speech stage which is characterized by naming, holophrastic, telegraphic, morphemic. The Late Speech Stage

is at this stage the child begins to master more complex language structures: Formation of rules for negative sentences and Other complex structures. Overall, speech production is a journey of linguistic evolution that learns from the reflexive sounds of infants to the ability of adults to express the most complex thoughts and feelings through spoken language.

This chapter thoroughly explains the results of this research through two main sections. The two sections are findings and discussion. The first section, findings, shows the data regarding the forms of speech production word forms and the factors that influence speech delay. The second section, discussion, discusses in depth the problem formulation mentioned in Chapter I. Speech delay is a condition in which a child experiences a delay in the development of speech and language skills compared to other child's age. in this speech delay research found a disturbance in the order of speech production. based on its form, speech production is divided into three forms namely From Vocalization to Babbling to Speech, Early speech stages, and Later speech stages. In this study researchers focused Early speech stages namely; naming: one-word utterances, holophrastic, telegraphic, morphemic.

### **Naming: one-word utterances**

Naming is where children begin to learn and name objects and people around them. Children can be said to have learnt their first word when they can utter a recognizable form of speech, and when this is done in relation to an object or event in the environment (Steinberg, 2006:7). Furthermore, naming is also the first step in the development of children's vocabulary. Naming objects and people, children can expand their vocabulary and understand the relationship between words and the objects or concepts they represent.

Datum	Naming	Meaning	Description
3	Sai	“Sari”	The sound omission of the phoneme /R/.
5	Nuning-nuning	“Kuning-kuning” (yellows)	The change of the phoneme /K/ to /N/. Explaining to his neighbour that his toys are all yellow, but the actual colour is not all yellow.
17	Dada upi upi	“tidak ada lutfi tidak ada” (There is no lutfi, there is no”)	Omission of phonemes /T/, /I/, /K/ in the word “no” and omission of phonemes /L/, /F/ and change of phoneme /f/ to /p/. Explaining that there is no mahwa ayam will result in an error in the process of pronouncing the name.

### Holophrastic function: one-word utterances

Children in the holophrastic stage use a single word to express complex thoughts, which adult speakers would express with a complete sentence. This shows that children have begun the process of language learning and can associate words with broader meanings. The term “holophrastic” itself comes from the word “holo,” which means whole, and “phrase,” which means phrase or sentence. In this context, holophrastic refers to children's ability to use a single word to express a complete meaning, like a full sentence.

The use of the word “utterance” in the

analysis of children's language is also very important, as this word can describe what a child says without requiring the sentence structure or grammar applied to what is said. Thus, researchers can understand the meaning that children want to convey without being bound by strict grammar rules. However, at this age, children are not yet able to pronounce phonology perfectly, so their pronunciation of words may still be unclear or inaccurate. Nevertheless, children continue to learn and develop their language skills, and the holophrastic stage is an important step in the language learning process.

Datum	Holophrastic	Meaning	Description
1	“Cendan”	Sendal (sandal)	The speech was him looking for his slippers to go out to show the chicks to his neighbours. The change of phoneme /S/ to phoneme /c/, the change of phoneme /L/ to phoneme /n/.
3	Bicik	Berisik (Noisy)	The change of phoneme /E/ to /i/, the change of phoneme /S/ to /C/, the omission of phoneme /R/. The explanation of the word is that when they were playing, Lutfi felt disturbed, the utterance used is the word ‘bicik’ which actually means ‘noisy’.
4	Nuning	Kuning (yellow)	Change of phoneme /K/ sound to phoneme /N/ sound. Explaining to his neighbour that his toy is yellow
6	Kikut	Iku	The addition of the phoneme /K/ at the

		(follow)	beginning of a word. explained that Lutfi wanted to go out with his neighbour
7	Kikang	Ikan (fish)	Adds the /K/ phoneme sound at the beginning of the word and adds the /G/ phoneme sound at the end of the word. Explaining that Lutfi wanted to buy fish while out with his neighbours.
8	Uit	Duit (Money)	Omission of the phoneme /D/ at the beginning of a word. Explaining that Lutfi had no money to buy fish.
13	Gengong	Gendong (Carry)	Sound changes of phoneme /D/ to phoneme /G/. The meaning of the word explains that Lutfi asked his neighbour to carry him.
18	Adok	Jago (Jago)	Omission of phoneme /J/, change of phoneme /G/ to /D/, addition of phoneme /K/ at the end of the word. The meaning of the word explains that Lutfi is looking for chicks and calls them “jago”.
19	Kikik	Gigit (Bitten)	Sound changes of /G/ phoneme into /K/ phoneme and sound change of /T/ phoneme into /K/ phoneme. The meaning of the word explains that Lutfi was bitten by an ant while playing with his neighbour.
22	Mamam	Makan (Eat)	Omission of phoneme K/, /N/, and addition of phoneme /M/. The meaning of the word explains that Lutfi was looking at the bird that was eating and told his neighbour.
24	Kakap	Tangkap (Catch)	Change the sound of phoneme /T/ into phoneme /K/, and omit the sound of phoneme /N/, /G/, /P/. The meaning of the conversation is that Lutfi asked his neighbour to help him catch his fish.

### Telegraphic speech: two- and three-word utterances

Children do not develop as quickly as expected in using two-word sentences. The potential purpose of each utterance is indicated, as are some of the semantic relationships involved (Steinberg, 2006:8). When children use simple short sentences such as “mummy mimic” at this stage, they begin to produce multiple semantic meanings at around 2 years of age. Therefore, children at this stage of language development make significant progress in using two-word sentences.

Although this development is not always as fast as expected, children begin to show the ability to express more complex meanings through the use of simple short sentences. At this stage, children begin to use two-word sentences to express different semantic relationships, such as the relationship between an object and an action, or between an agent and an object. For example, when a child says “mom mimic,” the child may want to express that the mother (mom) is performing the action of mimicking (mimic

Datum	Telegraphic	Meaning	Description
2	<i>"Ha nii"</i>	"Iya ini" (Yes, this is)	There is a change in the sound of "yes" to "ha", omission of the phoneme /i/. Explains that Lutfi responded that "yes, the same bag"
9	<i>"Nda kikang"</i>	Wadah ikan/tempat ikan (Fish container / Fish holder)	Omission of phoneme sounds /W/, /A/, /H/ and addition of phoneme sounds /N/, /K/, /G/. The meaning of the word explains that Lutfi asked his neighbour to help him move to a bigger fish container.
10	<i>"kan yah"</i>	Ikan iya (Yes fish)	The omission of the /I/ phoneme in both words and the addition of the /H/ sound at the end of the word. The meaning of the word explains that Lutfi responded to his neighbour's conversation when asked when he wanted to put his fish into a larger container.
12	<i>"nda ik yoyo</i>	Tidak naik ayok ayok (No, let's go up)	The omission of the phoneme /T/, /I/, /K/ in the word "Tidak", the omission of the phoneme /N/, /A/ in the word "Naik", the omission of /A/, /K/ in the phoneme "ayok", and the addition of the phoneme /N/. The meaning of the conversation explains that Lutfi did not want to pick up the chicks using wood and asked for help to climb the tree and carry them.
14	<i>"lagi tatu.ua,giga, ema"</i>	"lagi, satu, dua, tiga,lima" (Again, one two three five)	Change of phoneme/S/ to phoneme/T/, change of phoneme /T/ to phoneme/G/, and omission of phoneme /D/, /L/. The meaning of the word explains that Lutfi is playing and counting his chicks.

16	<i>"upi iyup ba"</i>	Lutfi cilup ba (Cilup ba lutfi?)	Omission of phoneme /L/, /T/, change of phoneme /F/ to /P/ in the word "lutfi" and omission of phoneme /C/, and change of phoneme /l/ to phoneme /Y/. The meaning of the word explains that he was playing hide-and-seek with his chicks.
20	<i>"Papa tu"</i>	Apa itu? (What is it?)	Omission of /A/ and /I/ phoneme sounds. The meaning of the word explains that Lutfi is asking what bit his leg.
21	<i>Ndanda</i>	Tidak ada (Nothing)	omission of phoneme/t/, /i/, /k/, /a/ addition of phoneme/N/. The meaning of the conversation is that Lutfi is looking for his chick and tells his neighbour that his chick is not there.
23	<i>"mamam, puam jencik"</i>	Makan, buang jangkrik (Eat, throw crickets)	Omission of phoneme/K/, /N/, /R/, and change of phoneme /B/, into phoneme/p/, change of phoneme/N/, /G/ into phoneme/M/, change of phoneme/A/, into phoneme/E/, change of phoneme /G/ into phoneme /C/. The meaning of the sentence is that Lutfi shows his neighbour that his bird is eating crickets that have had their legs removed first.

### Morpheme acquisition

Morpheme is when children begin to use a variety of morphemes (the smallest parts of words that have meaning to make more complex sentences. Once two- and three-word utterances have been acquired, children have something on which to elaborate. They start to add function words and inflections to their utterances (Steinberg,2006:10). Morphemes are the smallest units of language that have

meaning, and children begin to use various morphemes to form more complex sentences. Morphemes can be prefixes, suffixes, or root words that have specific meanings. When children master morphemes, they can form more complex words and express more specific meanings. Once children have mastered two-word and three-word sentences, they have a strong foundation for further developing their sentences. They begin to add function words

such as prepositions, conjunctions, and articles to their sentences. In addition, they also begin to use inflections such as the suffix “-ed” to indicate a completed action, or the suffix “-ing” to indicate an ongoing action.

By using morphemes and function words, children can form more complex sentences and express their thoughts more effectively. They can express relationships between words, indicate time and aspect, and add more subtle nuances of meaning.

In this context, Steinberg's (2006) research shows that children who have mastered two-word and three-word sentences can begin to develop their sentences by adding more complex morphemes. This is an important step in children's language development, as they can express their thoughts and needs more effectively and accurately.

### **Speech Delay**

Speech delay is one of the speech disorders that occurs in the process of language acquisition, so that a child experience delays in speaking. Children with speech delays experience oral motor problems, meaning there is a disturbance in the processing or delivery of signals from the speech center in the brain (sastra, 2010:152). a child who experiences speech delays like this will have difficulty in controlling his lips, tongue and jaw to pronounce a word. Speech and language delay in children is associated with increased difficulty with reading, writing, attention, and socialization (Maura R. McLaughlin 2011). Speech delay is a problem during a child's development; this can happen if the child's speech process is below the developmental stage at his or her age. Children can learn to speak in two ways: first, by imitating models seen, both from peers and from older people. Second, with training provided by adults through specific guidance and direction Hurlock, in Achmad Maulana Irchamna (2024:03). Speech disorders, as stated by Ingram (1968:611), have the potential to interfere with an individual's ability to

communicate effectively and efficiently. This means that a child with a speech disorder will face difficulties in producing or forming the sounds needed when speaking. This difficulty can manifest in various forms, ranging from difficulty pronouncing certain letters or words to the inability to form sentences fluently.

### **The factors of speech delay.**

Speech delays in children are often a concern for parents. Gusdi Sastra (2010:151) explains that speech delays in children with normal development are rarely caused by physical abnormalities such as problems with the tongue or palate. Instead, there are several key factors that could be the cause: Hearing Impairment is The child may have difficulty hearing sounds clearly, thus affecting his ability to imitate and understand speech, Speech Muscle Impairment is Difficulty in moving the muscles needed to produce sounds, Cognitive Ability Limitations is Slower cognitive development can affect language processing, Pervasive Disorders is Conditions such as autism often affect communication and social interaction skills, Lack of Communication and Interaction with Parents and Environment is This is a very significant factor. the factor of Lutfi Case is the Impact of Lack of Interaction. In Lutfi's case, his speech delay lies in difficulty pronouncing some phonemes. This is very likely due to a lack of communication and interaction with parents and the surrounding environment (literature 2010:152). This means that the child does not get enough stimulation to develop his speech.

Furthermore, this lack of stimulation can also affect overall language development. The data showed that Lutfi could only understand the meaning of the last utterance he heard. This could be due to ineffective communication styles from parents. If parents do not use clear language when talking to the child, or do not respond to the child's attempts to speak, this can exacerbate speech delays. In summary, rich and responsive interactions are essential for a child's speech and language development.

Datum “Mamam”	Meaning “makan” (eit)	The factor speech delay This is due to the lack of communication and interaction with parents and the surrounding environment (literature 2010:152).	Explanation The language style of communication when speaking is not effective, such as parents who do not use clear and correct language.
“Upi”	Lutfi	This is due to the lack of communication and interaction with parents and the surrounding environment (literature 2010:152).	The language style of communication when speaking is not effective, such as parents who do not use clear and correct language. parents do not correct the child's conversation when mistakes are made when speaking.

Vocabulary limitation can be one of the factors that cause children to experience speech delays. When children do not have access to a wide enough vocabulary, they may struggle to express their thoughts and needs effectively. This can lead to frustration and difficulty communicating with others. A child at the age of 4 years; Mastering 4,000 - 6,000

words, able to speak in sentences of 5-6 words, able to participate in conversations, able to listen to others speak and respond to them, able to learn about which words are socially accepted and which are not this is supported by Caroll Seefelt and Barbara A.Wasik (2008: 74)

Datum “Nuning nuning”	Meaning “Kuning” “Yellow”	Explanation
		This child is playing with cars of various colours, they can only say “brass” and they tell the other cars the same colour yellow without being able to explain the actual colour.

A child who does not receive adequate emotional support from his parents may feel insecure and lack the confidence to express his thoughts and feelings. Just imagine, if a child feels worried or unsure whether his expressions will be accepted or understood, he tends to withdraw. This condition can directly hinder the development of his language skills. Language is a tool of expression; if there is an emotional barrier to expression, then the use of the tool will be affected. positive emotional support from parents can be a powerful catalyst. When children feel safe and confident, they will be more willing to make sounds, try new words, and form sentences.

How can parents provide this support? Simply by providing genuine affection, attention, and acknowledgment to the child. This means listening attentively when the child tries to speak, responding to each of their communication attempts (even if they are rudimentary), and providing positive encouragement. With this strong emotional foundation in place, the child will feel more comfortable to express themselves and ultimately, develop their language skills optimally. So, in addition to verbal stimulation, hugs, smiles and warm responses are valuable investments in a child's speech development.

Datum	Meaning	Explanation
“nda kikang”	Fish container/fishbowl	In this sentence the child asks his neighbour to put his fish into a larger container, the neighbour responds well and puts his fish into the container he has placed.

## CONCLUSION

This thesis discusses the types of words at the speech production stage and the factors that influence the speech delay of a four-year-old child named Muhammad Lutfi Aziz in Perintis Village, Rimbo Bujang District, Tebo Regency, Jambi Province. The most used words are words at the holophrastic stage as much as 12 data, words at the telegraphic stage as much as 9 data, and words at the naming stage as much as 3 data. Therefore, based on this research, the author formulates that the highest frequency of these types of words is words at the holophrastic stage. Based on the research results and analysis in the previous chapter, the author draws the conclusion that the subject of this study acquires words and phrases through interaction and imitation based on the theories applied. There are two interactions that occur, firstly the interaction between the subject and his family and secondly the interaction between the subject and other people in his social environment. The subject also acquired words and phrases by imitating others and mimicking the words he got from watching television and videos from his cell phone. From the research that has been conducted, the author found one factor, namely the factor caused by the lack of communication and interaction with parents and the environment. Based on the results of the research and analysis in the previous chapter, the author draws the conclusion that the subject of this study acquires words and phrases through interaction and imitation based on the theories applied. There are two interactions that occur, firstly the interaction

between the subject and his family and secondly the interaction between the subject and other people in his social environment. The subject also acquires words and phrases by imitating others and mimicking the words he gets from watching television and videos from his cell phone.

From the research conducted, the author found one factor, namely the factor caused by the lack of communication and interaction with parents and the environment. The subject basically acquired his first language with the presence and assistance of Language Acquisition Device (LAD). Without the brain facility, it would have been impossible for him to acquire his first language. Several considerations also play a role in natural language acquisition such as parental speech, cognitive, and affective. The maturation of the part of her brain responsible for performing linguistic functions, the development of the muscles responsible for the production of speech sounds, and the removal of emotional filters that inhibit her language acquisition contribute to the natural evolution of her first language and although her ability to acquire her first language appears to be innate, its further development and improvement.

## REFERENCES

Aminah, S., & Ratnawati. (2022). *Mengenal Speech Delay sebagai Gangguan Keterlambatan Berbicara pada Anak (Kajian Psikolinguistik)*. Jaladri: Jurnal Ilmiah Program Studi Bahasa

Sunda, 8(2). And its disorders. Cambridge: Cambridge University Press

ARTAMIA, C. D., & Syamsiyati, R. N. (2023). *Studi Kasus Keterlambatan Bicara (Speech Delay) Anak Usia Dini Di Paud Anak Hebat Kartasura* (Doctoral dissertation, UIN Raden Mas Said).

Azizah, U. (2018). *Keterlambatan Bicara dan Implikasinya dalam Pembelajaran Anak Usia Dini*. Hikmah: Jurnal Pendidikan Islam, 6(2), 281-297.

Burzi. Franscisco. 2008. *Gangguan Bicara Pada Anak Bisa Dideteksi Sejak Usia 3 Bulan*. [www.google.com](http://www.google.com). (diakses tanggal 12 April 2028).

Carrol, Seefeldt dan Barbara A. Wasik. 2008. Pendidikan Anak Usia Dini Menyiapkan Anak Usia Tiga, Empat dan Lima Tahun Masuk Sekolah. Jakarta: PT Indeks.

Chomsky, N. (1965). *Aspect of The Theory of Syntax*. Cambridge, Mass: The MIT Press.

----- (2008). *The Essential Chomsky*. New Press/ORIM.

----- (2009) *Cartesian Linguistics A Chapter in The History of Rationalist*

----- (2014). *Aspects of the Theory of Syntax* (No. 11). MIT press.

Creswell, J. W. (2021). *Research Design Pendekatan Metode Kuantitatif, Kualitatif, dan Campuran (Edisi ke-4)*. Yogyakarta: Pustaka Belajar.

Dores, I. E. (2018). *Faktor-faktor yang berhubungan dengan speech delay pada anak di poli mother and child rsup dr. Wahidin Sudirohusodo makassar* (doctoral dissertation, universitas hasanuddin).

Dwiyanti, C. N. (2022). *Language Disorder by the Main Character in " The Good Doctor" Series: Psycholinguistics Approach* (Doctoral dissertation, Prodi Sastra Inggris).

Field, J. (2003). *Psycholinguistics: A resource book for students*. Psychology press.

----- (2004). *Psycholinguistics: The key concepts*. Psychology Press.

Finegan, Edward. 2003. *Language It's Structure and Use. Fifth Edition*. University of Southern California

Goleman, Daniel. 2001. Kecerdasan Emosi untuk Mencapai Puncak Prestasi. Jakarta: PT Gramedia Pustaka Utama.

Hans Lapolika, H. L. (1988). *Pengantar fonologi i-fonetik*. Pusat Pembinaan dan Pengembangan Bahasa.

Hidayat, A. (2022). *Interaksi Sosial Anak Speech Delay Di Sekolah Raudhatul Athfal Al Barkah Kecamatan Citeras Kabupaten Serang*. Jurnal Anak Bangsa, 1(1), 1-11.

Indah, R. N. & Abdurrahman. 2008. *Psikolinguistik*. Malang: UIN Malang Press.

Ingram, John C. L. 2007. *Neurolinguistics: an introduction to spoken language processing*

Irchamna, A. M., Arisanti, R. M., Azizah, L., & Mintowati, M. (2024). *Analisis Speech Delay Pada Gangguan Berbahasa Anak Selebriti Indonesia Dalam Tinjauan Kajian Psikolinguistik. Morfologi: Jurnal Ilmu Pendidikan*,

Bahasa, Sastra dan Budaya, 2(4), 181-193.

Kridalaksana, H. (2007). *Pembentukan Kata dalam Bahasa Indonesia*. Jakarta: Gramedia Pustaka Utama.

Ladefoged, P., Johnson, K., & Ladefoged, P. (2006). *A course in phonetics* (Vol. 3). Boston: Thomson Wadsworth.

Lanier, W. (2010). *Speech disorders*. Greenhaven Publishing LLC.

Maromi, C., & Pamuji, P. (2024). *When a Child is Speech Delay: Causes, Diagnosis, and Intervention*. Indonesian Journal of Early Childhood Educational Research (IJECKER), 3(1), 61-68.

McLaughlin M.R. (2011), *Speech and Language Delay in Children*, (University of Virginia School of Medicine, Charlottesville, Virginia)

Mulyani, h. (2019) *identifikasi hambatan belajar epistemologis pada peserta didik materi hukum newton melalui tes skripsi diajukan untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mendapatkan gelar sarjana s1 dalam ilmu tarbiyah dan keguruan*.

Putri, R. R. (2024). *A Language Production in Children with Dysarthria Language Disorder: A Psycholinguistic Study*. Modality Journal: International Journal of Linguistics and Literature, 4(1), 63-72.

Ratih, P. S., & Nuryani, N. (2020). Analisis keterlambatan berbicara (spech delay) pada anak study kasus anak usia 10 tahun. *Konfiks Jurnal Bahasa Dan Sastra Indonesia*, 7(1), 9-15.

Salsabila, S. R. A., & Yuniarti, R. (2023). *Perkembangan Bahasa Pada Anak Dengan Gangguan Keterlambatan Bicara (Speech Delay)*. PAUDIA: Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini, 12(2), 307-316.

Saputra, A., & Kuntarto, E. (2020). *Faktor-Faktor Penyebab Keterlambatan Bicara Pada Anak Usia Prasekolah*. Repository Unja.

Sastra, G., Haq, M. S., & Handoko, H. (2019). *The role of neurolinguistics for language and speech disorders*. Jurnal Arbitrer, 6(2), 147-154.

Sidharta, priguna. 1989. "Segi Medis Gangguan Ekspresi Verbal" dalam PELLBA 2, ed. Kaswanti purwo, 163-78. Yogyakarta: Kanisius.

Steinberg, D. D., Nagata, H., & Aline, D. P. (2001). *Psycholinguistics, Language, Mind, and World*. Longman.

Steinberg, D. D., & Sciarini, N. V. (2006). *An introduction to psycholinguistics*. Routledge.

Sudaryanto, D. P. (2015). *Metode dan aneka teknik analisis Bahasa* [Method and technique of language study].

----- (1993). *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana University Press.

Suherman, S. (2016). *Language Disorder of Main Character in the Movie «My Name is Khan»*. Makassar: Islamic University of Alauddin.

Tarigan, H. G. (2015). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Traxler, M., & Gernsbacher, M. A. (Eds.). (2011). *Handbook of psycholinguistics*. Elsevier.

Yulianda, A. (2019). *Faktor-faktor yang mempengaruhi keterlambatan berbicara pada anak balita*. *Bahastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 3(2), 41-



#### INFORMANT'S IDENTITY:

Name	: <b>Muhammad Lutfi Aziz</b>
Place/Date of Birth	: Rimbo Bujng / 02 <sup>nd</sup> of December 2020
Age	: 3,4 Years Old
Gender	: Male
Parent's Name	
Father	: Muhammad Yasin
Mother	: Elena Amoy
Address	: Perintis Village, Rimbo Bujang Sub-district, Tebo Regency, Jambi Province