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The Impact of Speech Delay on First Language Acquisition and Arabic Language Learning: A Psycho-Sociolinguistic Review / Dampak Keterlambatan Berbicara terhadap Pemerolehan Bahasa Pertama dan Pembelajaran Bahasa Arab: Tinjauan Psiko-Sosiolinguistik

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Abstract: Language acquisition is a process that occurs naturally when a child gets his first language as a form of communication. However, this process cannot take place optimally if the child experiences a delay in speaking. The purpose of writing this article is to examine the relationship between speech delay in first language acquisition and how this condition affects children's readiness to follow Arabic language learning as a second language learned in Indonesia. With a qualitative approach, this study analyzes discourse from various journal articles and books that discuss cognitive and interactional aspects of children through a psycho-sociolinguistic perspective. The results of the analysis show that speech delays in children will have an impact on phonological, lexical and syntactic obstacles in first language acquisition, which will ultimately complicate the process of Arabic language acquisition. These findings emphasize the importance of early intervention and support in first language acquisition to support second language learning.

Abstrak: Pemerolehan bahasa merupakan proses yang terjadi secara alami ketika seorang anak memperoleh bahasa pertamanya sebagai sarana komunikasi. Namun, proses ini tidak dapat berlangsung secara optimal jika anak mengalami keterlambatan bicara. Artikel ini bertujuan untuk mengkaji hubungan antara keterlambatan bicara dalam pemerolehan bahasa pertama dengan kesiapan anak dalam mengikuti pembelajaran bahasa Arab sebagai bahasa kedua di Indonesia. Melalui pendekatan kualitatif, penelitian ini menganalisis wacana dari berbagai artikel jurnal dan buku yang membahas aspek kognitif dan interaksional anak dari perspektif psikososiolinguistik. Hasil analisis menunjukkan bahwa keterlambatan bicara pada anak berdampak pada munculnya hambatan fonologis, leksikal, dan sintaksis dalam pemerolehan bahasa pertama, yang pada akhirnya mempersulit proses pemerolehan bahasa Arab. Temuan ini menegaskan pentingnya intervensi dan dukungan dini dalam pemerolehan bahasa pertama guna menunjang pembelajaran bahasa kedua.



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Introduction

Acquiring a first language is an important stage in a child's development, because language functions as the primary means for children to express their thoughts and feelings in interacting with their social environment.¹ The process of acquiring language is not only from biological inheritance, but also through social interaction and cognitive development.² But the fact, the process of acquiring a first language in a child's language development does not always run smoothly.

One of the problems that often arises is speech delay, which is a condition where a child is unable to speak in the manner that is usually used by the average age of his peers.³

This study aims to analyze how speech delay affects first language acquisition in children and how it impacts children's readiness to learn Arabic as a second language. Understanding this relationship is important because Arabic is not only taught as a subject in schools, but also has an important role in the context of religious learning in Indonesia.⁴ By understanding the relationship between speech delay and Arabic language learning readiness, this study can contribute to the development of more appropriate learning strategies and support interventions for children with speech delay.

The significance of this study lies in the fact that first language acquisition is the foundation for children to learn a second language. This is based on the fact that there are two factors that have the most influence on language acquisition, namely language and speech.⁵ When children can master the structure and patterns of the first language they have acquired well, then children tend to be able to understand the concepts and structures of Arabic as the second language they are learning.⁶ However, speech delay

¹ Andi Filsah Muslimat, Lukman Lukman, and Muhlis Hadrawi, 'Faktor Dan Dampak Keterlambatan Berbicara (Speech Delay) Terhadap Perilaku Anak Studi Kasus Anak Usia 3-5 Tahun: Kajian Psikolinguistik', *Jurnal Al-Qiyam*, 1.1 (2020), 1–10 <<https://doi.org/10.33648/alqiyam.v1i1.122>>.

² عويسي، كمال، 'اكتساب اللغة من المنظور الخلدوني', *مجلة العلوم الاجتماعية* and بلحماري، البشير 15.2 (2021), 467–75.

³ Terra Aurelia, Nan Rahminawati, and Dinar Nur Inten, 'Analisis Faktor Internal Dan Faktor Eksternal Yang Mempengaruhi Keterlambatan Bicara (Speech Delay) Anak Usia 5,9 Tahun', *Bandung Conference Series: Early Childhood Teacher Education*, 2.2 (2022), 69–78 <<https://doi.org/10.29313/bcsecte.v2i2.3504>>.

⁴ Rifqi Aulia Rahman et al., "Adaptasi Kurikulum Merdeka Belajar Mata Pelajaran Bahasa Arab Di SMP Takhasus Al-Qur'an Wonosobo," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022): 265–84, <https://doi.org/10.32699/liar.v6i2.3707>.

⁵ Uswatun Fadilah, 'Analisis Pemerolehan Bahasa Anak Speech Delay Di KBI Usamah Kota Tegal', in *Prosiding SINAU: Seminar Nasional Pendidikan Islam Anak Usia Dini UIN K.H. Abdurrahman Wahid Pekalongan*, 2024, pp. 604–10.

⁶ Ika Oktaviani, 'Dinamika Pembelajaran Dan Pemerolehan Bahasa Arab', *Jurnal Sains Student Research*, 2.6 (2024), 526–38.

disorders experienced by a child due to psychological or social influences will cause obstacles in the acquisition of phonological, lexical and syntactic skills in the first language.⁷ which will ultimately result in difficulties in learning a second language.⁸

A number of studies show that parent-child interaction in communication is a strong predictor of language development.⁹ Children who receive low verbal stimulation will be at greater risk of experiencing language delays both receptively and expressively. This is in line with the constructivist approach which emphasizes that language skills can be acquired through social interaction experiences.¹⁰ In addition, internal factors such as age, cognition, genetics and external factors such as socio-economic status and quality of language input also influence children's language acquisition.¹¹

The research gap that this study aims to answer is how speech delay impacts first language acquisition which then affects Arabic language learning in Indonesia. Previous studies have analyzed more factors and impacts of speech delay in children in general, not in Arabic. In the article written by Terra Aurelia, et.al (2022) on "Analysis of Internal and External Factors Affecting Speech Delay in Children Aged 5.9 Years" it is explained that there are several internal and external factors that influence speech delay in the age range of children aged 5.9 years without explaining its impact on language acquisition and language learning.

Then in the article written by Cut Maulida Rahmah, et.al (2024) about "Analysis of the Influence of Speech Delay on Children's Social Abilities at PAUD Harsya Ceria Banda Aceh" it is explained that children with speech delay not only affect children's verbal abilities but also affect socialization, cognitive, and psychomotor abilities in general, not in the context of learning Arabic. And finally, an article written by Jauharoti Alfin and Ratna Pangastuti (2020) about "Language Development in Children with

⁷ Tika Fitriyah and Isyqie Firdausah, *Pemerolehan Bahasa Teori Dan Analisis*, 1st edn (Tulungagung: Djiwa Amata, 2021).

⁸ Susan Logue and others, 'The Impact of Internal and External Factors across Language Domains and Features in Sequential Bilingual Acquisition', *Journal of Child Language*, 2024, 1–30 <<https://doi.org/10.1017/S0305000924000497>>.

⁹ Sarah J. Der Nederlanden and others, 'Socio-Economic Status and Other Potential Risk Factors for Language Development in the First Year of Life', *Journal of Child Language*, 2023, 42–62 <<https://doi.org/10.1017/S0305000923000478>>.

¹⁰ Heike Behrens, 'Constructivist Approaches to First Language Acquisition', *Journal of Child Language*, 48.5 (2021), 959–83 <<https://doi.org/10.1017/S0305000921000556>>.

¹¹ Apriyanti Nurliyah and Yusak Hudiyono, 'Analisis Faktor Pemerolehan Bahasa Kedua Anak Usia 6 Tahun Dengan Riwayat Speech Delay Terhadap Kemampuan Berbahasa Indonesia', *JCI Jurnal Cakrawala Ilmiah*, 3.11 (2024), 3115–22.

Speech Delay" explains how children with speech delay experience stages of language development without explaining its influence on learning Arabic.

The hypothesis of this study is that children with speech delay will experience significant obstacles in mastering the phonology, lexicon and syntax of their first language, thus complicating the process of learning Arabic. The variables to be studied include: 1) speech delay, 2) first language acquisition ability which includes phonology, lexical and syntax, 3) readiness to learn Arabic. This study uses a qualitative method with a thematic content analysis approach.

In this study, the term speech delay is used to refer to speech delays that can be in the form of receptive disorders (difficulty understanding the language being heard) and expressive disorders (difficulty expressing thoughts or feelings). Where the majority of children with speech delays are boys with a percentage of 64.9% in the toddler age range with a percentage of 80.6%.¹² Then the term first language acquisition is known as the process of a child acquiring a mother tongue through daily interactions.¹³ And the term Arabic language learning in this context provides new insights into efforts to support children with speech delays to achieve optimal first language acquisition and prepare them to learn Arabic as a first language.

Methods

This study uses a qualitative approach with thematic content analysis method to examine and study the relationship between three variables, namely speech delay, first language acquisition, and Arabic language learning in early childhood.¹⁴ The focus of this research is to explore patterns and themes that emerge in the scientific literature on child language development, speech delay disorders, and appropriate strategies for foreign language learning in a psycho-sociolinguistic context.

Data sources in this study include secondary documents from scientific journal articles and seminar proceedings relevant to the theme of speech delay and first language acquisition in early childhood, reference books in the field of psycholinguistics, and Arabic language learning policies in Indonesia. Data were collected through a focused

¹² Sri Wahyuni Ningsih, Muhammad Buchori, and Hanis Kusumawati R, "Gambaran Karakteristik Anak Dengan Speech Delay Di RSUD Abdoel Wahab Sjahranie," *JIKK Jurnal Ilmu Kedokteran Dan Kesehatan* 11, no. 10 (2024): 1898–1907.

¹³ Kholid A Harras and Andika Dutha Bachari, *Dasar-Dasar Psikolinguistik*, 1st edn (Bandung: Universitas Pendidikan Indonesia Press, 2009).

¹⁴ Novendawati Wahyu Sitasari, 'Mengenal Analisa Konten Dan Analisa Tematik Dalam Penelitian Kualitatif', *Forum Ilmiah*, 19 (2022), 77.

literature review that was systematically arranged based on topics published in the last five years and relevant to the research variables.

The analysis was then carried out through a thematic coding process, namely by identifying, grouping, and interpreting the main themes related to speech delay, first language acquisition, and internal and external factors through a psycho-sociolinguistic review in Arabic language learning.¹⁵ This process involves repeated reading of the literature, marking important citations, and interpretative categorization to conclude the research results.

The validity of the study is maintained through triangulation of literature sources and consistency of theoretical interpretation. Thus, the results of this study are expected to provide theoretical and practical descriptions in facing learning challenges and strategies to deal with students who have difficulty learning Arabic due to delayed conditions in speaking skills

Results and Discussion

Stages of First Language Acquisition in Children

Humans will continue to experience development phases within themselves. In addition to physical and cognitive development, humans will also experience language development. This language development is important because of its role as a means of communication with its environment. The existence of this language development is based on language acquisition. Language acquisition itself can occur spontaneously and is not forced.¹⁶

The stages in first language acquisition can occur along with the development of the child's self and social skills. The process of language acquisition will begin with speech that the child gets through the process of imitation or copying of word or sentence structures that are repeatedly heard.¹⁷ When a child has achieved the entire process of acquiring a first language, the child is considered capable of having an identity in the community and is ready to interact more widely.¹⁸

¹⁵ Yuli Asmi Rozali, "Penggunaan Analisis Konten Dan Analisis Tematik," *Forum Ilmiah* 19 (2022): 68

¹⁶ Intan Dwi Cahyani Agustin and Silvina Novitanti, 'Fenomena Pemerolehan Dan Perkembangan Bahasa Pada Anak Sekolah Dasar', *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 09.02 (2024), 7020–23.

¹⁷ Oleh Khairun Nisyah and Yusak Hudiyono, 'Pemerolehan Bahasa Pertama Pada Anak Usia Dini (Pemerolehan Fonologi Pada Anak 2 Tahun)', *Online Journal of Educational and Language Research*, 2.6 (2023), 2807–2937 <<http://bajangjournal.com/index.php/JOEL>>.

¹⁸ Maria Goretti Magdalena Siregar, Sadieli Telaumbanua, and Sartika Sari, 'Tahap Perkembangan Pemerolehan Bahasa Pertama Pada Anak Usia Dini Berdasarkan Perspektif Psikolinguistik', *FON: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 20.2 (2024), 327–41.

The language development that children go through consists of three main stages, namely the pre-linguistic stage or the language stage. This stage begins when the child is 6 weeks old with the cooing process or vocalization of sounds.¹⁹ Then at the age of 5 or 6 months the child will be in the babbling phase. This phase will last until the child is 9 months old. In this phase, the sounds made by the child begin to sound intonation. This pre-linguistic stage is one of the stages that parents must pay attention to, because the babbling and babbling phase is the phase where the child imitates the intonation pattern of words spoken by adults and the phase where the child begins to respond to the stimulus given by his parents.²⁰

The second stage in language acquisition is called the holophrastic stage or one-word stage. This stage begins when the child reaches the age of 1 year. This phase begins with the child being able to say a word quite well, starting to enjoy listening and imitating various words that the child finds from his/her surroundings. This phase will apply until the child reaches the age of 2 years.²¹ The final stage in language acquisition is the telegraphic stage or the stage where the child is able to produce utterances consisting of two or more words. In this phase, the child begins to recognize important words such as verbs, adjectives, nouns, even negative sentences with perfect vowel and consonant structures.²²

The three phases of language acquisition experienced by children, of course, cannot be separated from grammatical structure as part of language. There are four stages of grammatical development from semantic, syntactic, and phonological structures. The first is the stage of acquiring competence and performance. Acquiring competence is a child's ability to know knowledge about semantic, syntaxis and phonological structures without realizing it, while acquiring performance is a child's ability to obtain utterances in a perfect grammatical structure for perfect communication tools.

The second stage is the semantic acquisition stage. Semantic acquisition is the first grammatical acquisition stage experienced by children. When children listen to an utterance, then the child begins to collect information from the utterance in their

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²⁰ Khairun Nisyah and Hudiyono.

²¹ Nailul Hidayah and others, 'Pemerolehan Bahasa Ibu Dalam Perspektif Psikolinguistik', *Isolek: Jurnal Pendidikan, Pengajaran, Bahasa, Dan Sastra*, 2.2 (2024), 327–43.

²² Melani Candra Fransika Adiluhung and others, 'Pemerolehan Bahasa Arab Anak Usia 4 s.d 8 Tahun Di Pondok Modern Arrisalah Ponorogo', *Lingua Franca: Jurnal Bahasa Dn Sastra*, 1.1 (2022), 26–39 <<https://doi.org/10.1093/nq/s4-VI.141.215-c>>.

language device, so that the child's understanding of the meaning or sentence becomes the basis for the child to speak.²³ The next stage is the stage of syntax acquisition. The first syntactic construction is normally experienced in the age range of 18 to 20 months. The division of sentences that are usually spoken by children already includes two or more words with a subject or predicate structure. The acquisition of grammar in the field of syntax in children is then grouped into four parts, namely declarative sentences, question sentences, imperative sentences and exclamatory sentences.²⁴ The final stage is the stage of phonological acquisition. Acquisition of phonology or sounds in language includes vowels, consonants and diphthongs. The first sound mastered by children is the contrast sound between the three minimal vocoid systems in the form of letters (a, i, u) and the minimal contoid system (p-t) (m-n). This sound system is universal or this letter sound system is found in various languages spoken by children throughout the world.²⁵ The stages in language acquisition according to age range and grammatical ability can be described as follows:

Table 1. Stages of language Acquisition

Age Range	Phase	Linguistic Characteristics	Linguistic Category
6 weeks–5 months	Cooing	Vocalization of sounds, soft vowel sounds, response to mother's voice	Pre-linguistics
5-9 months	Babbling	Combination of vowels and consonants, intonation appears, imitating sound patterns	Pre-linguistics
12-24 months	Holophrastic/one word	Saying one meaningful word, starting to imitate vocabulary from the environment	Initial semantics
18-30 months	Telgraphic/Two or more words	2-3 words utterances, composing subjects-predicates, starting to recognize negative sentences	Initial Syntax
2-4 years	Basic syntax	Simple sentence production	Syntax
2-5 years	Basic phonology	Mastering vowels and	Phonology

²³ Muhamad Yasir, 'Pemerolehan Bahasa Pertama Pada Anak Usia 9 Tahun: Kajian Pemerolehan Fonologi Dan Ujaran', *Deiksis*, 13.3 (2021), 249 <<https://doi.org/10.30998/deiksis.v13i3.10046>>.

²⁴ Mutiara Citra Abdullah, 'Pengaruh Lingkungan Terhadap Pemerolehan Bahasa Pertama Anak Usia 2 Tahun 8 Bulan Dalam Tataran Sintaksis', *Pena Literasi*, 3.1 (2020), 42 <<https://doi.org/10.24853/pl.3.1.329-336>>.

²⁵ Kanaya Afflaha Nissa, Nuria Alfi Zahrah, and Dona Aji Karunia Putra, 'Pemerolehan Bahasa Anak Usia 3-4 Tahun (Studi Kasus Pada Siswa Paud Pitara Pondok Cabe Ilir, Tangerang Selatan)', *MEDAN MAKNA: Jurnal Ilmu Kebahasaan Dan Kesastraan*, 20.1 (2022), 74 <<https://doi.org/10.26499/mm.v20i1.4417>>.

		consonants, pronunciation begins to become clear	
5-10 years	Improvement of grammatical structure	The phonological, morphological and syntactic levels are increasingly complex and complete	Competence and performance

The development of a child's language with several stages above certainly cannot be separated from the environment in which they interact, especially the home and playground. The home environment plays an important role in acquiring language because the time spent by children is mostly at home.²⁶ Parents have the responsibility to be directly involved in children's activities starting from learning to read, write, speak, to play. Interactions carried out by parents can improve children's ability to acquire language. Providing stimulus for children to speak is not only done by parents, all family members, especially siblings, also have the right to provide language stimulus to their siblings.²⁷ In addition to the home, the play environment also contributes to children's language skills. In this environment, children will directly communicate with their playmates. In addition, the play environment is also one of the factors that can significantly improve children's language skills.²⁸

Speech Delay as a Barrier to Language Development

A child will acquire language from his mother using the same patterns and strategies wherever he is. The similarity of this pattern is not only based on neurological and biological aspects, but also based on the theory that children from birth already have a device for language known as LAD.²⁹ However, as the child grows older, language skills should experience significant development. Jean Piaget with his cognitive theory stated that a child's language development is related to his cognitive development. If a

²⁶ Sadek Hefni Shorbagi, Claudia Dias Martins, and Ellen Bialystok, 'Acquiring the Language of Instruction: Effect of Home Language Experience', *Applied Psycholinguistics*, 43.2 (2022), 463–84 <<https://doi.org/10.1017/S0142716421000618>>.

²⁷ Danai Tsinivits and Sharon Unsworth, 'The Impact of Older Siblings on the Language Environment and Language Development of Bilingual Toddlers', *Applied Psycholinguistics*, 42.2 (2021), 325–44 <<https://doi.org/10.1017/S0142716420000570>>.

²⁸ Agustin and Novitanti.

²⁹ Ulfa Khusnatul Hidayah, Mohamad Jazeri, and Binti Maunah, 'Teori Pemerolehan Bahasa Nativisme LAD', *BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa Dan Sastra Indonesia*, 6.2 (2021), 177–88 <<https://doi.org/10.32528/bb.v6i2.5539>>.

child has good cognitive skills, then the child can also process the information he gets and has good individual motivation to communicate.³⁰

The development of a child's language can be seen from how the child can articulate the spelling of speech correctly according to age level. If the child has an ability to speak and communicate according to the average age of his peers or even above, then the child is considered normal. Whereas if the child does not reach the average ability of his peers, then the child is considered to have a disability in speaking ability.³¹ Speech delay is one of the obstacles for children in communicating. This obstacle is characterized by children not being able to pronounce a word correctly, children have difficulty expressing what they feel, they want or they think, and children have difficulty understanding what is said or done by parents or people around them.³²

There are many factors that underlie the emergence of language barriers. These various factors can be categorized into internal factors such as generic factors, physical abnormalities, neurological abnormalities, and gender and external factors such as socioeconomic status, family function, bilingualism and technology.³³ Several factors that quite often influence language development are the child's health, especially if the child often experiences illness in the first two years of life, the family's economic background, where learning opportunities and family attention are very minimal because the need for economics is stronger than education, and an unhealthy relationship between parents and children that influences language interactions.³⁴ In several cases in Indonesia, language barriers are apparently caused more by external factors than internal factors.

The first is the pattern of parental communication that does not follow the stages of language development. For example, when the child is 4 years old, the parents still use baby language in the communication process or when the child is 3 years old, the parents do not provide enough motivation to continue practicing speaking.³⁵ The second case is when the child is in a period of liking to ask questions and comment on something seen

³⁰ Fuziah Nasution and others, 'Perkembangan Kognitif Dan Bahasa Pada Anak', *Jurnal Edukasi Nonformal*, 4.1 (2023), 251–63 <<http://search.jamas.or.jp/link/ui/2014143423>>.

³¹ Aurelia, Rahminawati, and Inten.

³² Hasbi Muhammad and others, *Alat Bantu Komunikasi Untuk Anak Yang Terlambat Bicara*, 1st edn (Jakarta: Direktorat Pendidikan Anak Usia Dini, Direktorat Jenderal pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah, Kementerian Pendidikan dan Kebudayaan, 2020).

³³ Nurliyah and Hudiyono.

³⁴ Dian Masrura, Agung Setiyawan, and Khairuddin Bangun, 'Pengkajian Pengembangan Bahasa Anak Dengan Pendekatan Teori Vygotsky Dan Implikasinya Dalam Pembelajaran Bahasa Arab 1', *Jurnal Tarbiyah Islamiyah*, 9.2 (2024), 313–25.

and heard on television, but the parents ignore and even shout at the child. This is done without the parents realizing it, giving a bad psychological influence, causing the child to be traumatized to speak and causing obstacles in communicating.³⁶ The third case is a factor that often causes a child to have speech disorders, namely gadgets. Massive and unlimited use of gadgets makes it difficult for children to communicate. Minimal interaction and continuous exposure to radiation cause damage to nerve and brain tissue, decreased eye health, disturbed sleep hours, difficulty concentrating and weight imbalance. In addition to inhibited language development, gross and fine motor skills and gross and fine motor skills also decrease.³⁷

In addition to the three cases above which are the biggest factors in children's language barriers, inappropriate social interaction patterns also affect language development. There are two patterns of social interaction that affect language development, namely associative social interaction and dissociative social interaction. A case experienced by a 4-year-old girl experiencing speech delay with the characteristics of using unclear vocabulary, difficulty regulating emotions, and difficulty socializing. It turns out that the cause of this child experiencing speech delay is due to the assimilation process in the child's communication at home. The father is used to communicating in English, while the mother is used to having conversations in Indonesian. Then, the child likes to watch YouTube shows in English, while the caregiver provides comments or interacts in Indonesian. This assimilation or bilingual pattern is called an associative interaction pattern which causes the child to experience language conflict in himself. The language conflict that arises in the communication process is called a dissociative interaction pattern because the parents, children, and the environment do not understand what is needed in communicating.³⁸

The various cases of speech delay above need to be the main concern, especially in Arabic language learning. Obstacles in language development also affect the obstacles

³⁵ Salsa Fadilla and others, 'Penyebab , Dampak , Dan Cara Mengatasi Keterlambatan Bicara', *Literasi: Journal of Innovation Literacy Studies*, 1.2 (2024), 159–67.

³⁶ Jauharoti Alfin and Ratna Pangastuti, 'Perkembangan Bahasa Pada Anak Speechdelay', *JECED : Journal of Early Childhood Education and Development*, 2.1 (2020), 76–86 <<https://doi.org/10.15642/jeced.v2i1.572>>.

³⁷ Dyah Rohma Wati, 'Gadget Dan Pengaruhnya Pada Keterlambatan Berbicara (Speech Delay) Pada Anak Usia Dini: Literature Review Gadgets and Their Effect On Speech Delay In Early Children: Literature Review', *Jurnal Kesehatan Tujuh Belas (Jurkes 17)*, 2.2 (2021), 228–33.

³⁸ Fitra Siti Fitra Sari, Nenden Sundari, and Esya Mashudi, 'Pola Interaksi Sosial Pada Anak Usia Dini Dengan Keterlambatan Bicara (Speech Delay)', *PAUDIA : Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 13.2 (2024), 242–53 <<https://doi.org/10.26877/paudia.v13i2.499>>.

in acquiring grammar, especially in semantics and syntax. In an experimental study involving 87 children aged 3-6 years in Jeddah, Saudi Arabia, the children's ability to understand metaphors from the narrative stories presented was analyzed. Children who are normal in language are able to understand the meaning of a story from cognitive experience and socio-cultural experience, but children with speech delay have limitations in understanding meaning due to limited language input or delays in language processing caused by socio-linguistic experience.³⁹ In addition to grammatical obstacles at the semantic level, the phenomenon of speech delay will also affect the acquisition of syntax. In the theory of generative linguistics in the "principles and parameters" approach, it is explained that the acquisition of syntax in children can occur if the child activates syntactic parameters, not from memorizing sentence rules. Syntactic parameters in children with speech delay will not appear, perhaps due to disorders in language performance, cognitive obstacles, or limitations in language input.⁴⁰

Language barriers experienced by children, especially in learning Arabic, can be handled by diagnosing the cause of the child's speech delay before determining the right strategy in the learning process. Early identification can be done to prevent delays in children in language or language learning in early development until the child reaches the age of 6 years.⁴¹ If a child has been diagnosed with a speech delay in the age range of 6 years, it is important for parents or teachers to carry out language intervention by increasing speech stimulation and active interaction through the science project learning model or the use of flashcards as a form of object that stimulates the child to produce a lot of speech.⁴²

³⁹ Alaa Almohammadi, Dorota Katarzyna Gaskins, and Gabriella Rundblad, 'Metaphor Comprehension in the Acquisition of Arabic', *Journal of Child Language*, 2024, 334–54 <<https://doi.org/10.1017/S0305000923000740>>.

⁴⁰ William Snyder, 'A Parametric Approach to the Acquisition of Syntax', *Journal of Child Language*, 48.5 (2021), 862–87 <<https://doi.org/10.1017/S0305000921000465>>.

⁴¹ Adzkia Aulia, Amalia Rahma, and Najla' Afifah Hulwah, 'Strategi Guru Dalam Meningkatkan Perkembangan Bahasa Anak Usia 5-6 Tahun Di TK Al-Kautsar', *Ash-Shobiy: Jurnal Pendidikan Islam Anak Usia Dini Dan Al-Qur'an*, 1.1 (2022), 48–57 <<https://doi.org/10.33511/ash-shobiy.v1n1.48-57>>.

⁴² Ayunda Muthia, Tarisa Suci Putri, and Fridayani, 'Optimalisasi Komunikasi Anak Speech Delay Melalui Strategi Penanganan Dan Pembelajaran Bahasa', *JOURNAL OF DISABILITY STUDIES AND RESEARCH (JDSR)*, 3.1 (2024), 12–22.

Conclusion

Language is an important competency that must be achieved by all children from early childhood to adulthood. The ability to express what is felt and desired is an important key in communicating. There are two types of communication that need to be mastered, namely receptive and expressive communication. If one of the two types of communication or both are not mastered or even seem slow to respond, then this is a barrier to speech. Barriers to language or speech are said to interfere with the systematic acquisition of language which also complicates the process of learning a foreign language, especially Arabic. The imbalance of social interaction and the lack of stimuli that cannot be responded to are the beginning of a child experiencing speech delay.

Language learning that usually contains linguistic structures in the form of phonology, morphology and syntax will be a major difficulty for children with speech delay, especially in learning Arabic which has a different linguistic structure from the linguistic structure of Indonesian. This study shows that the development of an adaptive curriculum in Arabic language learning is very necessary, especially for inclusive schools. The need for early intervention in school policies is a capital for children with speech delay to overcome difficulties in understanding sounds, words or phrases in Arabic. Support and ongoing stimulus from parents and teachers can encourage motivation and create children's responses to communicate well. This strong synergy between schools, teachers and parents will later provide comfort to the psychological or social conditions of children when learning a foreign language, especially learning Arabic

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