

Gangguan Bahasa Perkembangan Part 1

Hafidz Triantoro Aji Pratomo, SST.TW., MPH.

Poltekkes Kemenkes Surakarta

Jurusan Terapi Wicara

Anggota IKATWI No. 03.685.15

International Affiliate ASHA 14156064

Materi Pokok

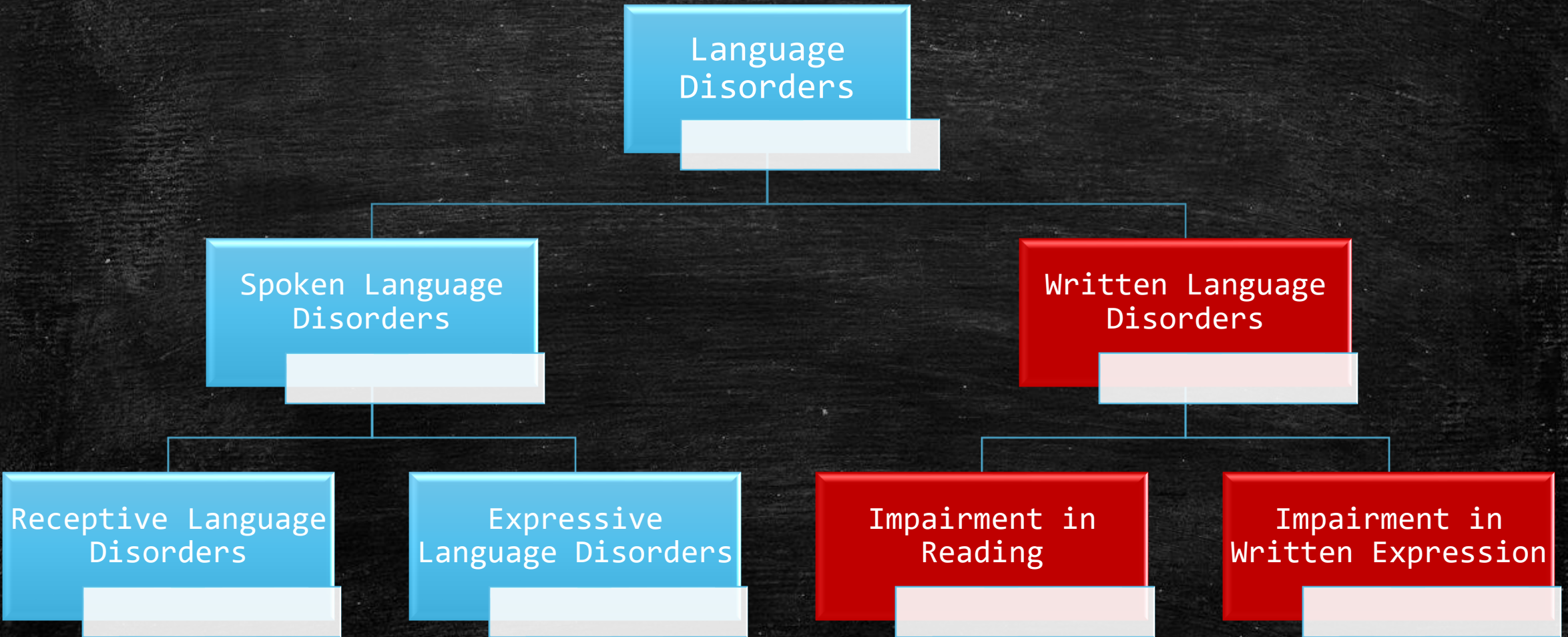
1. Gangguan Bahasa Perkembangan
2. Prinsip Asesmen
3. Perkembangan Kosakata

Bagian I: Gangguan Bahasa Perkembangan

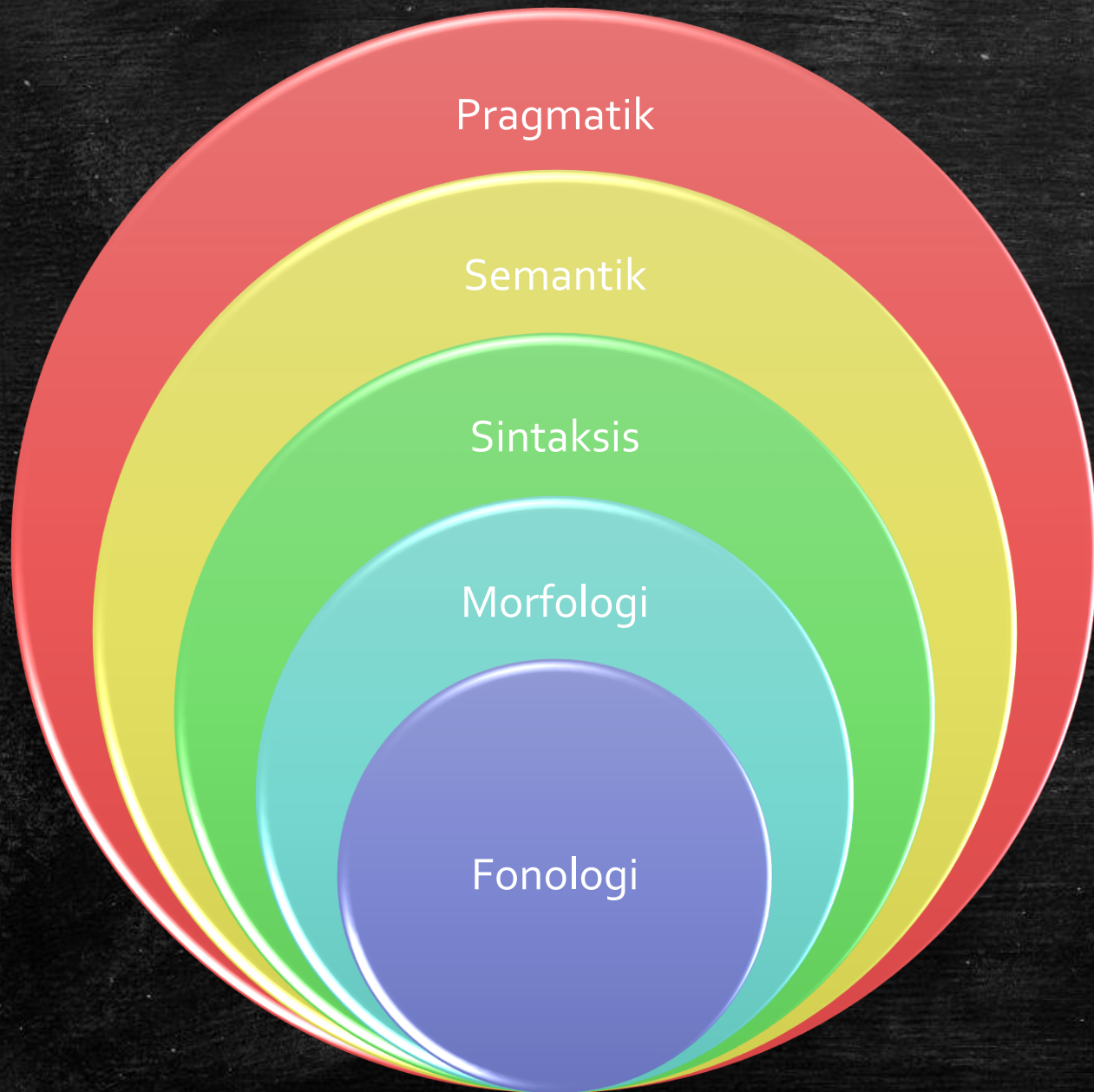
- Definisi
- Komponen
- Konsep Gangguan Bahasa Perkembangan
- Faktor Resiko

(KBBI) Bahasa

- (n) sistem lambing bunyi yang arbitrer, yang digunakan oleh anggota suatu masyarakat untuk bekerja sama, berinteraksi, dan mengidentifikasi diri.
- (n) percakapan (perkataan) yang baik; tingkah laku yang baik; sopan santun: baik budi- nya



	Listening	Speaking	Reading	Writing
Phonology	Kemampuan mengidentifikasi dan membedakan fonem ketika mendengar (phonological awareness)	Penggunaan pola fonologi secara tepat ketika berbicara	Memahami asosiasi antara huruf dan bunyi ketika membaca (phonic)	Mengeja kata secara akurat ketika menulis.
Morphology	Memahami morfem ketika mendengar	Menggunakan morfem secara tepat ketika berbicara	Memahami grammar ketika membaca	Menggunakan grammat secara tepat ketika menulis
Syntax	Memahami elemen struktur kalimat ketika mendengar	Menggunakan elemen struktur kalimat ketika berbicara	Memahami elemen struktur kalimat ketika membaca	Menggunakan elemen struktur kalimat ketika menulis
Semantics	<i>Listening vocabulary</i>	<i>Speaking vocabulary</i>	<i>Reading vocabulary</i>	<i>Writing vocabulary</i>
Pragmatics	Memahami aspek sosial bahasa verbal misalnya pergantian percakapan.	Penggunaan unsur sosial dalam percakapan dengan memproduksi pesan yang kohesif dan relevan	Memahami sudut pandang penulis	Menyampaikan sudut pandang melalui pesan tertulis



Aktivitas

1. Buatlah kalimat dengan kata "pohon" .
2. Anggukkan kepalamu!
3. Benda ini alat transportasi. Beroda dua. Digerakkan dengan cara dikayuh.
4. Orang yang mengemudikan pesawat disebut apa?
5. Coba perhatikan kalimat berikut: "Ibu sedang mensapu lantai". Salah atau benar?
6. Budi jalan menjadi Budi berjalan. Ani lari menjadi _____.
7. Kalau pagi kita mengucapkan "selamat pagi", kalau malam kita mengucapkan _____.

Language Disorder

- A language disorder is impaired comprehension and/or use of spoken, written and/or other symbol systems. The disorder may involve (1) the form of language (phonology, morphology, syntax), (2) the content of language (semantics), and/or (3) the function of language in communication (pragmatics) in any combination (ASHA, 2013).

Language Disorder

Diagnostic Criteria

315.39 (F80.9)

- A. Persistent difficulties in the acquisition and use of language across modalities (i.e., spoken, written, sign language, or other) due to deficits in comprehension or production that include the following:
1. Reduced vocabulary (word knowledge and use).
 2. Limited sentence structure (ability to put words and word endings together to form sentences based on the rules of grammar and morphology).
 3. Impairments in discourse (ability to use vocabulary and connect sentences to explain or describe a topic or series of events or have a conversation).
- B. Language abilities are substantially and quantifiably below those expected for age, resulting in functional limitations in effective communication, social participation, academic achievement, or occupational performance, individually or in any combination.
- C. Onset of symptoms is in the early developmental period.
- D. The difficulties are not attributable to hearing or other sensory impairment, motor dysfunction, or another medical or neurological condition and are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay.
-

Table 1. Terms applied to children currently described as exhibiting developmental language disorder or specific language impairment.

Term (in alphabetical order)	First year documented in the literature ^a
aphasoid	1965
congenital aphasia	1822
congenital auditory imperception	1929
congenital verbal auditory agnosia	1954
congenital word deafness	1911
delayed language	1974
delayed speech	1968
delayed speech development	1918
developmental aphasia	1917
developmental dysphasia	1963
developmental language disorder	1961
developmental language impairment	2000
deviant language	1972
expressive developmental aphasia	1968
expressive language delay	1985
expressive language disorder	1996
grammatical specific language impairment	1997
hearing mutism	1886
infantile aphasia	1947
infantile speech	1964
language disability	1976
language disorder	1973
language handicapped	1972
language impairment	1981
language-learning disability	1982
language-learning impairment	1989
primary language disorder	2003
primary language impairment	2009
receptive-expressive developmental aphasia	1955
receptive developmental language disorder	1989
receptive language disorder	1996
specific developmental language disorder	1986
specific developmental receptivel language disorder	1975
specific expressive language impairment	1995
specific language deficit	1981
specific language impairment	1981

^aBased on the author's review and review of source material. Some terms may have appeared even earlier than the year noted here.

Leonard, L. B. (2020). A 200-Year History of the Study of Childhood Language Disorders of Unknown Origin: Changes in Terminology. *SIG 1 Language Learning and Education, 5*(1), 6–11.

https://doi.org/https://doi.org/10.1044/2019_PERS-SIG1-2019-0007

Developmental Language Disorder (DLD)

- *Developmental language disorder for when language disorder is NOT association with such:*
 1. *brain injury*
 2. *acquired epileptic aphasia in childhood,*
 3. *certain neurodegenerative conditions,*
 4. *genetic conditions such as Down syndrome,*
 5. *cerebral palsy*
 6. *sensori-neural hearing loss.*
 7. *autism spectrum disorder (ASD)*
 8. *intellectual disability*

Bishop et al., 2017

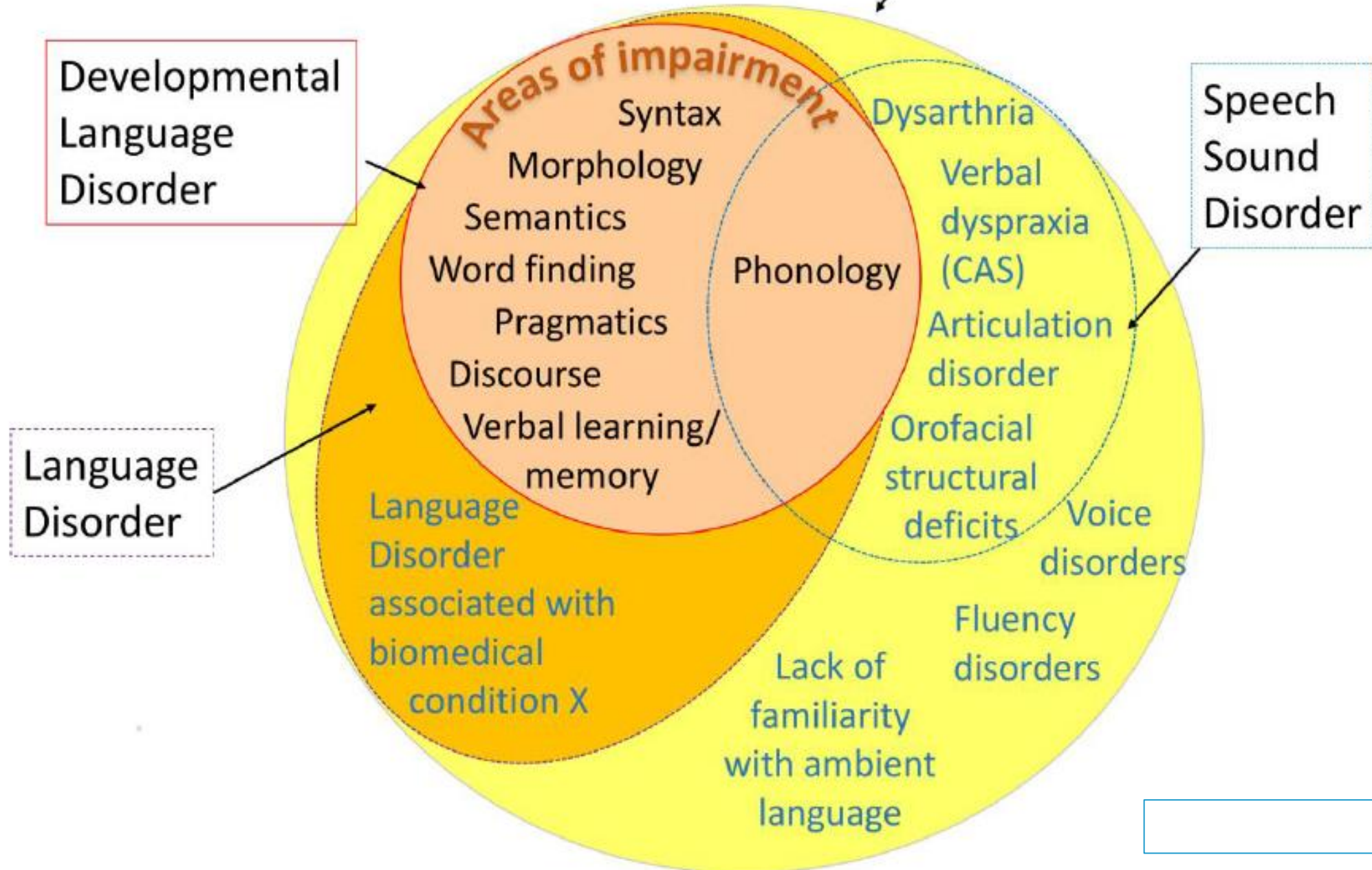
Note

- Jika seorang anak mengalami permasalahan bahasa dengan memiliki salah satu kondisi di atas maka penulisan diagnosisnya adalah "Language Disorder With X".
- "X" adalah salah satu kondisi yang disebut pada slide sebelumnya.

Note:

- DLD masih mungkin bersifat “co-occur” dengan gangguan neurodevelopmental (neurodevelopmental disorder) lain, dengan pendiagnosis tetap DLD.
- DLD tidak memerlukan data perbedaan antara kemampuan verbal dan non-verbal
- Area yang mungkin bersifat co-occur antara lain:
 1. *Attention (e.g., ADHD)*
 2. *Motor (e.g., dyspraxia, dysarthria)*
 3. *Literacy*
 4. *Speech*
 5. *Executive function*
 6. *Adaptive behaviour*
 7. *Behaviour problems*
 8. *Auditory processing (e.g., APD)*
 9. *Low-normal range nonverbal ability*

Speech, Language and Communication Needs



Faktor resiko DLD

- *Family history*
- *Male*
- *Poverty*
- *Low level parental education*
- *Neglect or abuse*
- *Problems around or before time of birth*

Prevalence

14.5% siswa pra sekolah memerlukan layanan terapi wicara (McLeod & Harrison, 2009); 13% siswa memiliki gangguan komunikasi (McLeod & McKinnon, 2007) dan ditemukan 7% memiliki gangguan bahasa pada usia sekolah (Pham et al., 2019).

Age (years)	Study	Type of delay	Prevalence estimate (%)
2:0–9.0	Paul <i>et al.</i> (1992), Thorburn <i>et al.</i> (1991)	Speech and Language	1.35
6.0–12	Harasty and Reid (1994)	Speech and Language	8.0
3:0–5.0	Stewart <i>et al.</i> (1986)	Speech	1.5
5.0–7.0	Kirkpatrick and Ward (1984)	Speech	4.6
6.0–12	Harasty and Reid (1994)	Speech	12.6
12–14	Warr Leeper <i>et al.</i> (1979)	Speech	7.3

Bagian II: Prinsip Asesmen

- Kerangka konsep asesmen
- Jenis asesmen gangguan bahasa
- Asesmen fungsional

Kerangka Konsep Asesmen

- Asesmen adalah proses pengumpulan data yang valid dan reliabel kemudian mengintegrasikan, menginterpretasikan, untuk membuat penilaian atau pengambilan keputusan.
- Tujuan asesmen:
 1. Menentukan kesimpulan dan diagnosis secara profesional.
 2. Mengidentifikasi kebutuhan rujukan profesional lain.
 3. Menentukan kebutuhan intervensi
 4. Memberikan intervensi yang konsisten (fokus)
 5. Menentukan frekuensi dan durasi
 6. Menentukan struktur intervensi.

(ShIPLEY & McAfee, 2021)

thorough

variety of assessment modalities

valid

Reliable

tailored to the individual client

Good Assessment

→ Diagnosis

→ Treatment

Assessment

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graph LR; A[Assessment] --- B[Norm-Referenced Tests]; A --- C[Criterion-referenced]; A --- D[Authentic Assessment Approach];
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Norm-Referenced
Tests

Jenis asesmen yang mengacu pada distribusi normal suatu populasi berdasarkan nilai statistik.

Criterion-referenced

Penilaian hasil asesmen didasarkan pada apa yang klien mampu dan yang tidak mampu dengan perbandingan perilaku yang diharapkan.

Authentic Assessment
Approach

Asesmen dengan setting natural berdasarkan aktivitas klien sehari-hari.

Pemeriksaan terstandar

- Pemeriksaan terstandar atau *Standardized Tests* merupakan pemeriksaan yang menggunakan angka statistik
- Statistik digunakan sebagai patokan dalam membandingkan performa individu dengan kelompok lebih besar.

raw score

standart deviation

standart score

percentile

stanine

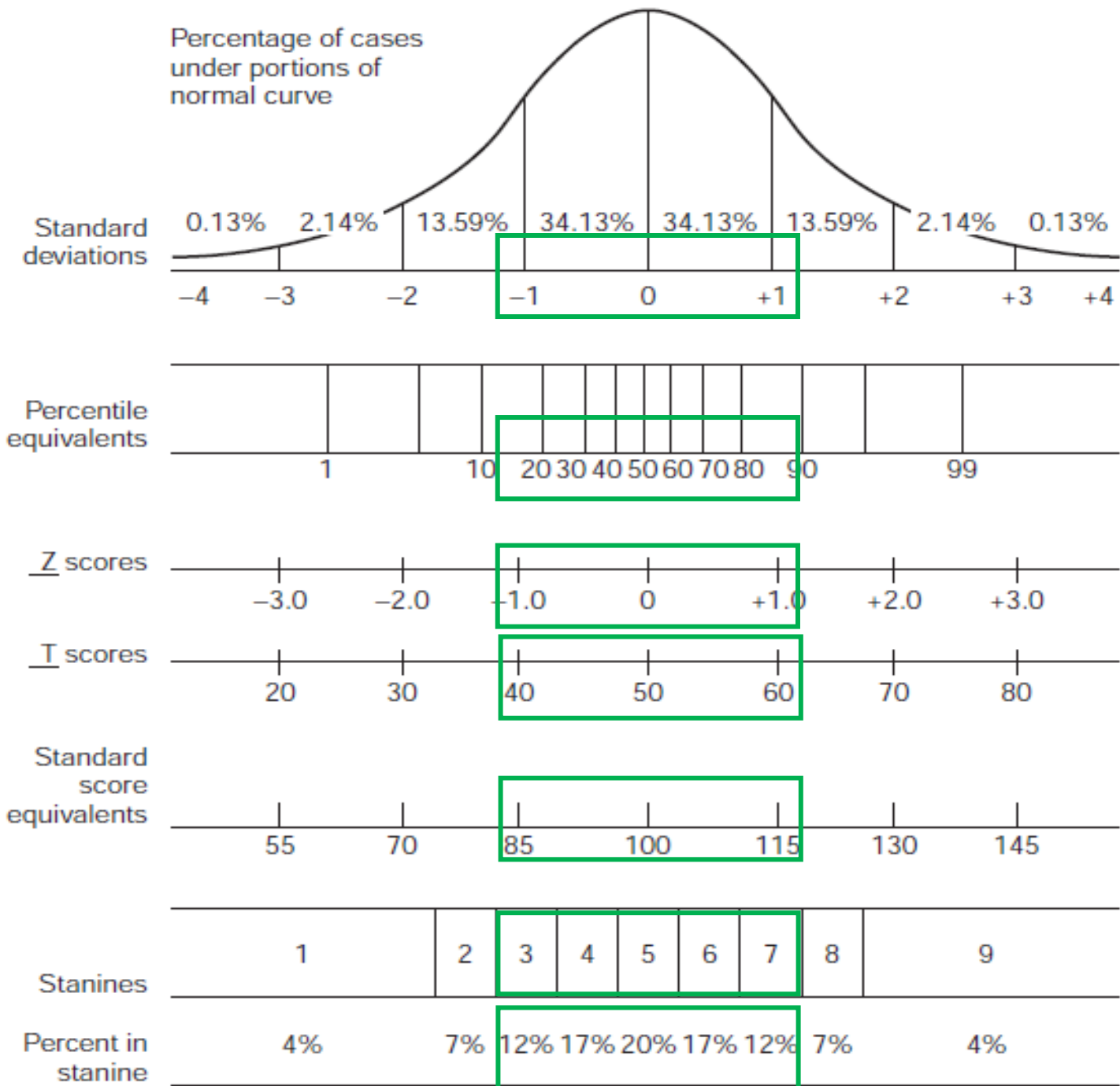


FIGURE 2-11 Relationships among derived scores and the normal curve.

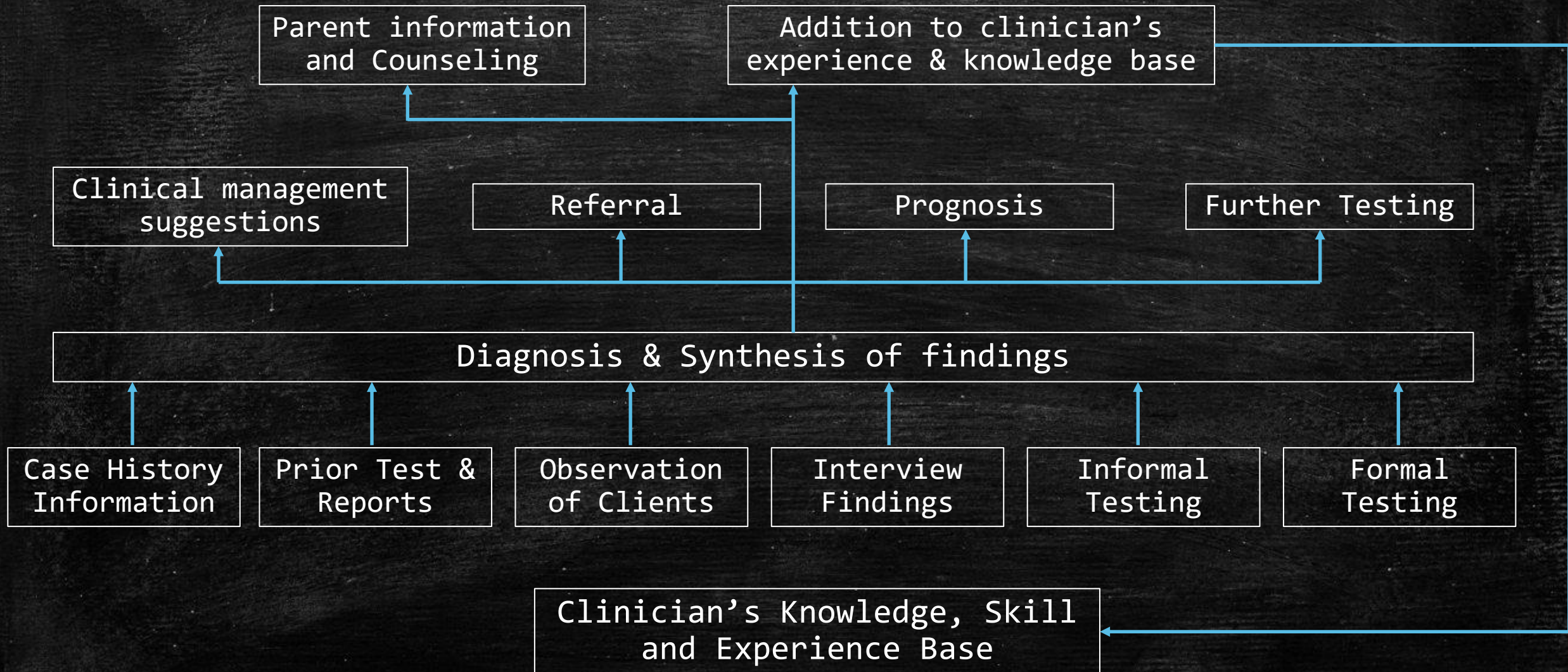
Example of Norm referenced tests

<i>Expressive</i>	<i>Receptive</i>
<i>Expressive One Word Picture Vocabulary Test</i> (Gardner, M.; Academic Communication Associates; 2-12)	<i>Receptive One Word Picture Vocabulary Test</i> (Gardner, M.; Academic Communication Associates; 2-12)
<i>Clinical Evaluation of Language Function</i> (Semel, E., Wiig, E. and W. Secord; Psychological Corp; 5-16)	<i>Clinical Evaluation of Language Function</i> (Semel, E., Wiig, E. and W. Secord; Psychological Corp; 5-16)
<i>Preschool Language Scale</i> (Zimmerman, I., Stiener, V. and Pond, R; Merrill; 1.5-7)	<i>Preschool Language Scale</i> (Zimmerman, I., Stiener, V. and Pond, R; Merrill; 1.5-7)
	<i>Peabody Picture Vocabulary Test</i> (Dunn, L and Dunn, L.; AGS; 2.5-21)

Komponen Asesmen (ASHA)

- Riwayat kasus
- Skrining pendengaran
- Pemeriksaan oral fasial
- Pemeriksaan aspek bahasa:
 1. Fonologi
 2. Morfologi
 3. Sintaksis
 4. Semantik
 5. Pragmatik

Component of an effective diagnosis/ evaluation (Haynes & Pindzola, 1998)



Tujuan asesmen

- Menentukan diagnosis gangguan bahasa
- Menjelaskan karakteristik dan level gangguan
- Menentukan kebutuhan komunikasi
- Mengidentifikasi permasalahan literasi
- Menentukan rekomendasi terapi
- Menentukan rujukan professional lain.

Level Bahasa

- **Nonverbal**
Anak yang menggunakan vokalisasi dan kemungkinan gesture dengan tidak adanya penggunaan bahasa secara nyata dalam mengontrol lingkungan sekitar.
- **Single word**
Anak yang menggunakan kata tunggal dalam komunikasi.
- **Early multiword**
Anak yang sudah menggunakan kombinasi kata dalam komunikasi. Pada tahapan ini kematangan kognitif mulai terlihat. Pada tahap ini analisis phonological dan phonetic inventories perlu dilakukan.

Area asesmen: nonverbal

Haynes & Pindzola, 1998

- General development level
- Biological prerequisite
- Case history
- Caretaker-child interaction analysis
- Communicative intent inventory
- Vocalization analysis
- Cognitive analysis
- Lexical comprehension

Shiplely & McAfee, 2016

- Use gestures or signs to communicate
- Nonspeech vocalizations
- Meaningful vocalizations
- Child respond to verbal stimulation
- Eye contact
- Use objects and toys appropriately
- Imitate words
- Attempt to spontaneously produce words
- Child communicate intent
- Follow simple commands
- Point to named objects in a picture book or in the environment

Area asesmen: single word

Haynes & Pindzola, 1998

- Length measure from spontaneous sample
- Form/ function analysis of single word production
- Analysis presyntactic device
- Analysis of lexical production
- Phonological process analysis

Shiplely & McAfee, 2016

- Name familiar objects
- Count or say the alphabet
- Use any word combinations
- Use simple grammatical morphemes
- Mean length of utterance
- Understand words and simple phrases
- Take turns in conversation

Area asesmen: word combination

Haynes & Pindzola, 1998

- Analysis of semantic relations
- Specific language development test
- Comprehension of simple commands

Shiplely & McAfee, 2016

- Respond to multiple-step commands
- Use appropriate syntax
- Use a variety of descriptive and objective words
- Difficult to understand
- Phonological processes are noted
- Demonstrate appropriate back-and-forth communicative exchanges

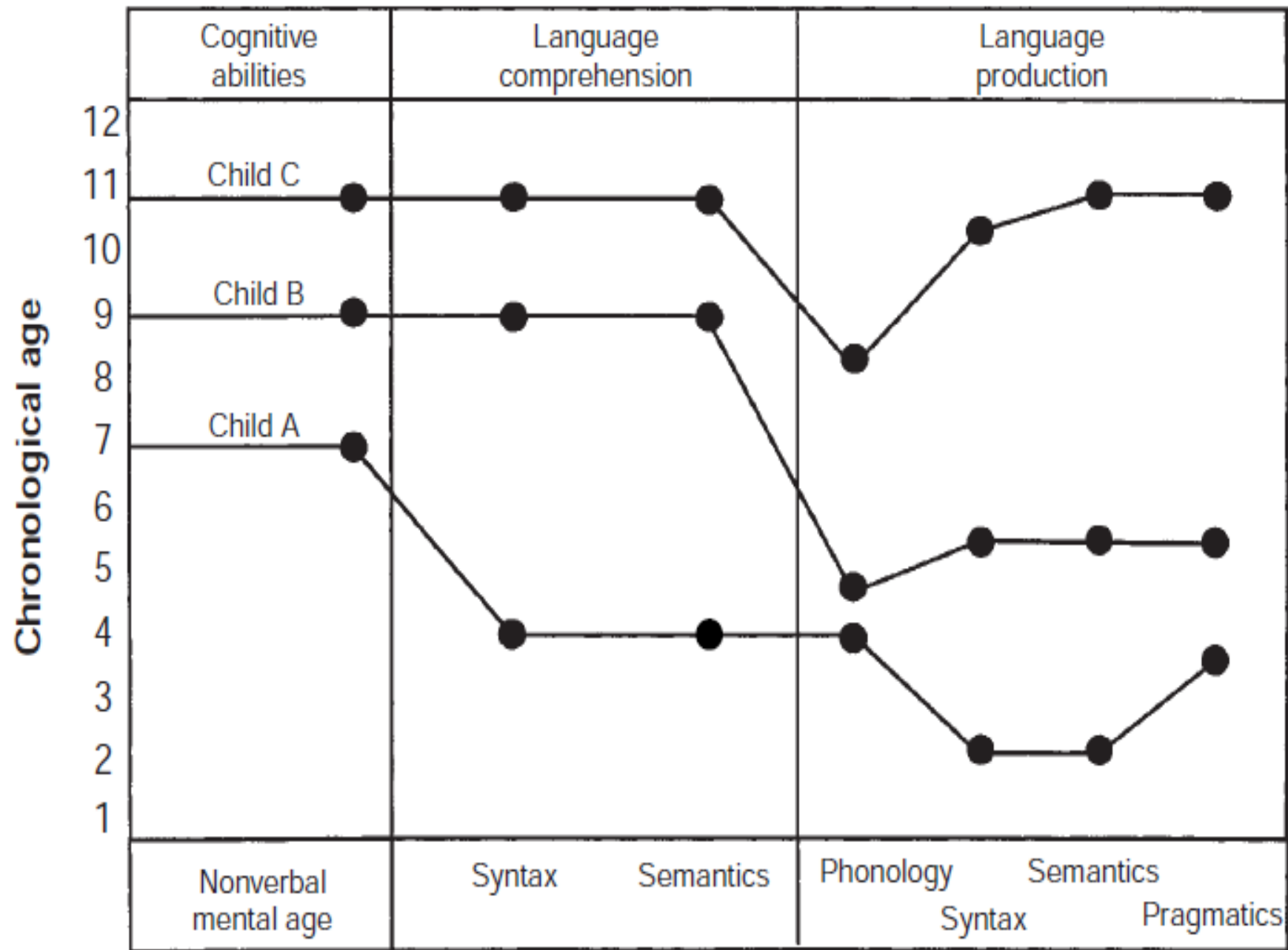


FIGURE 2-2 Intralinguistic profile. (Adapted from Miller, J. [1981]. *Assessing language production in children*. Needham Heights, MA: Allyn and Bacon.)

Bagian III: Kosakata

- Perkembangan Kosakata
- Komponen Kosakata

Perkembangan Kosakata

- Perkembangan kosakata merupakan salah satu indikator penting dalam penentuan diagnosis dan prognosis permasalahan komunikasi.
- Kosakata merupakan salah satu komponen dalam kognisi individu (Carroll, 1993).
- “Late bloomers” merupakan kondisi dimana anak usia 2 tahun yang memiliki kurang dari 50 kata dan belum mampu mengucapkan ujaran dua kata (Rescorla, 1989).

Speech development milestones

birth to 1 month	crying and vegetative sounds
1 to 6 months	cooing, laughter, squealing, growling
4 to 6 months	marginal babbling
6 to 8 months	reduplicated babbling
8 to 10 months	variegated babbling
8 to 12 months	echolalia
9 to 12 months	phonetically consistent forms and jargon

Speech intelligibility milestones (for parents' understanding)

18 months	up to 25 percent intelligible
2 years	50 to 75 percent intelligible
3 years	75 to 100 percent intelligible

Speech intelligibility milestones (for unfamiliar listeners)

18 months	up to 25 percent intelligible
2 years	up to 50 percent intelligible
3 years	up to 75 percent intelligible
4 years	100 percent intelligible

If school-age children don't reach the following milestones for language, SLPs should consider evaluation.

Birth to 1 month	crying and vegetative sounds
2 to 3 months	eye gaze
6 to 9 months	joint attention
9 to 12 months	using gestures
12 to 15 months	following simple commands
18 months	symbolic play, pretend play
24 months	sequencing of activities
36 months	episodic play

Typical vocabulary development

12 months	first words, usually labeling familiar objects and actions in child's environment
15 months	four- to six-word vocabulary
18 months	20- to 50-word vocabulary
24 months	200- to 300-word vocabulary

Korelasi Kata

- Hubungan dua kata dipengaruhi oleh fitur semantik dari setiap kata.
- Penggunaan kata secara fungsional disesuaikan dengan konteks komunikasi yang diperlukan, misalnya pada bahasa figural.
- Penting bagi anak untuk mempelajari kemampuan menyortir makna kata berdasarkan fitur semantik.

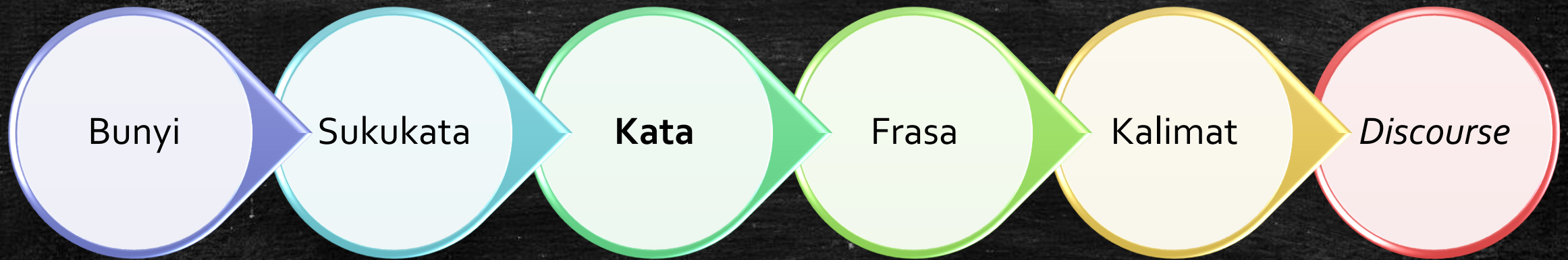
	transportasi	Beroda empat	Beroda dua	bermesin	Tenaga manusia	Berjalan di rel
Sepeda motor	X		X	X		
Sepeda	X		X		X	
Mobil	X	X		X		
Bus	X	X		X		
Kereta api	X			X		X

Konteks penggunaan kata

- Konsep merupakan penggunaan kata dengan tujuan konteks tertentu yang didasari dari penggunaan kata non abstrak dan abstrak.
- Beberapa konteks atau konsep terdiri dari kuantitatif, kualitatif, spasial, dan temporal.
- *Handout*

Kosakata

- *Vocabulary* memiliki asosiasi positif dengan:
 - Kesuksesan sosial (Gertner, Rice, & Hadley, 1994)
 - Kemampuan membaca (Clarke, Snowling, Truelove, & Hulme, 2010)
 - Pencapaian Akademik (Rohde & Thompson, 2007)
 - Pemahaman aturan, norma, dan hukum (Rost & McGregor, 2012)



8 to 10 new words each day

(Beck & McKeown, 1991; Carey, 1978; Nagy & Herman, 1987)

5,000 words by age 6

(Beck & McKeown, 1991)

40,000 words by age 10

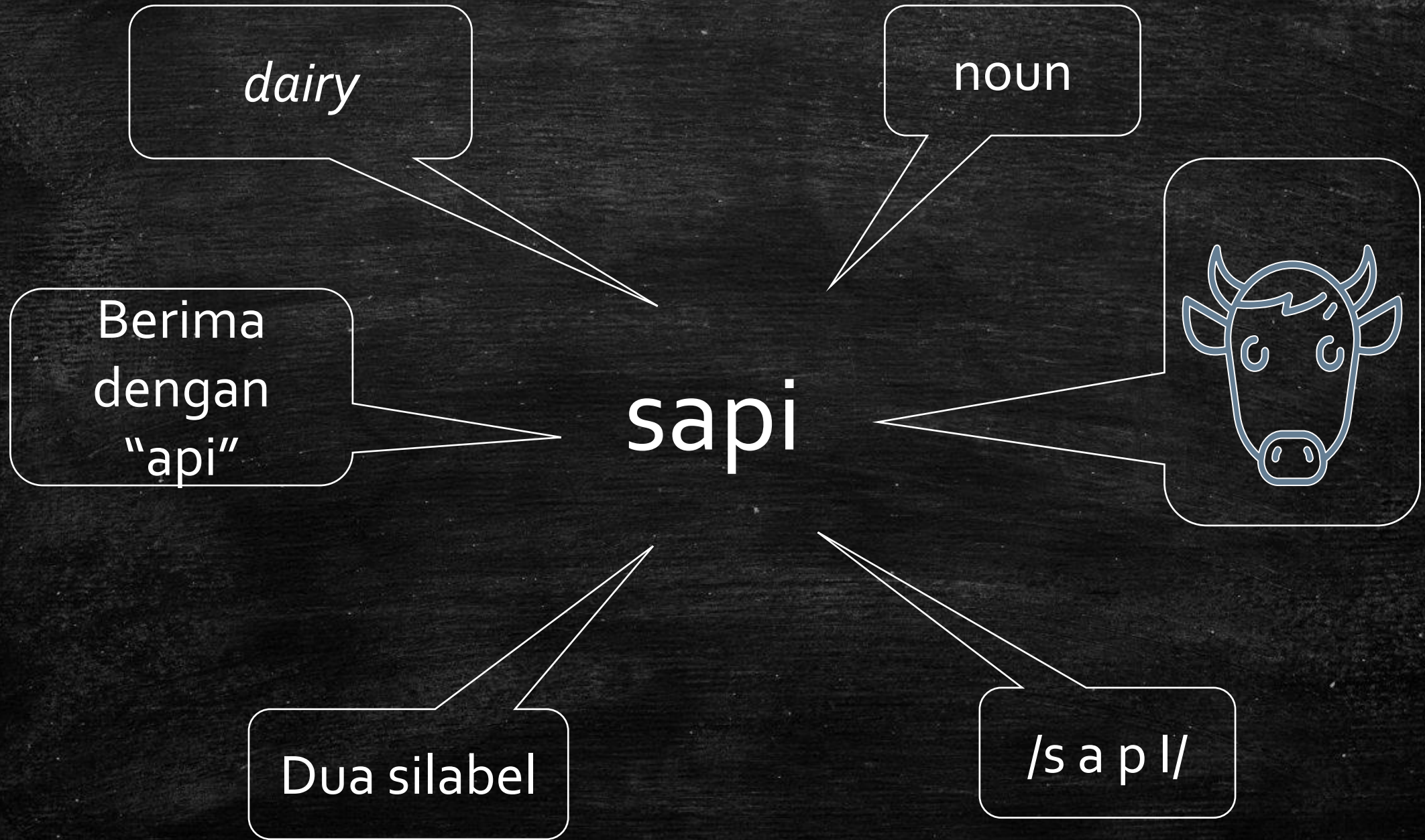
(Anglin, 1993)

60,000 words by high school graduation

(Aitchinson, 1994; Bloom, 2000)

80,000 words by age 18

(Nagy & Herman, 1987)



dairy

noun

Berima
dengan
"api"

sapi



Dua silabel

/s a p I/

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