

# Gangguan Bahasa Perkembangan Part 2

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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

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1. Penggunaan *language sampling* sebagai instrumen pemeriksaan
2. Intervensi fungsional
3. Intervensi kosakata

# Bagian I: *Language Sampling*

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- Pendahuluan
- Unit analisis

# Pendahuluan

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- Sampel bahasa (*language sample*) memberikan kontribusi signifikan dalam proses asesmen kemampuan bahasa serta menganalisis level perkembangan bahasa (Evans & Craig, 1992; Finestack et al., 2014; Southwood & Russell, 2004).
- Sampel bahasa secara efektif berhasil menemukan secara spesifik aspek bentuk bahasa, isi bahasa, dan penggunaan bahasa (Finestack et al., 2014).
- Hasil analisis unit bahasa dari sampel bahasa dapat digunakan sebagai instrument asesmen yang valid jika tidak ditemukan instrument terstandarisasi (Pham et al., 2019)



Rozella Sutadisatra, 2020

# Model Language Sampling

Conversation

Freeplay

Story generation

Merupakan dialog antara klinisi dan klien mengenai tema bervariasi menggunakan pendekatan percakapan.

Sampel bahasa diperoleh melalui interaksi antara klinisi dan klien dengan menggunakan mainan sesuai usia.

Melalui pendekatan bercerita.

Tidak ada perbedaan signifikan pada unit analisis (Mirsaleh et al., 2011; Southwood & Russell, 2004).

**TABLE 2-5** Suggestions for Eliciting a Representative Speech Sample from Children

Developmental Level	Materials	Sample Type
12–30 months	Familiar and unfamiliar toys; several examples of balls, dolls, eating utensils, cars, etc.	Child-centered conversation on here-and-now topics
30–48 months	Pretend play materials, such as dollhouse with people, furniture, etc.; introduce some topics about absent objects, people, and events removed from the immediate context in space and time, such as holidays, vacations, etc.	Child-centered conversation on both here-and-now and there-and-then topics
4 years and older	Pretend play with miniatures, unusual objects to describe, photographs of events/places	Object description, picture description, narration of personal experience
5–10 years	Wordless picture books, pictures of different “topics” (dentist, school, sports)	Personal narratives, story retelling, or story generation from picture book
10 years and older	Favorite Game or Sport task: child asked to tell the clinician about a favorite game/sport and how to play it	Expository discourse

Adapted from Miller, J. (1981). *Assessing language production in children: Experimental procedures*. Needham Heights, MA: Allyn and Bacon; Nippold, M. and Scott, C. (2009). *Expository Discourse in Children, Adolescents and Adults*. Hove, East Sussex: Psychology Press.

# Ujaran

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- KBBI (n) kalimat atau bagian kalimat yang dilisankan
- KBBI (n) ucapan atau dialog aktor
- Unit ekspresi vokal yang terbangun atas kata, frasa, klausa, atau kalimat (Nicolosi et al. 1987)
- Jumlah ujaran 25-50 (Prath, 2018)
- Jumlah ujaran 100 dengan minimal 350 kata (Finestack et al., 2014).

# *Advantages*

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- *Utterance length*
- *Complexity*
- *Articulation abilities*
- *Narrative skills*
- *Perspective-taking*
- *Comprehension*
- *Imitation*
- *Direction-following abilities*

(Prath, 2018)

# Unit analisis

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- Jumlah ujaran
- Variasi kata
- Struktur sintaksis
- Mean length utterance
- Error

(Mirsaleh et al., 2011; Southwood & Russell, 2004).

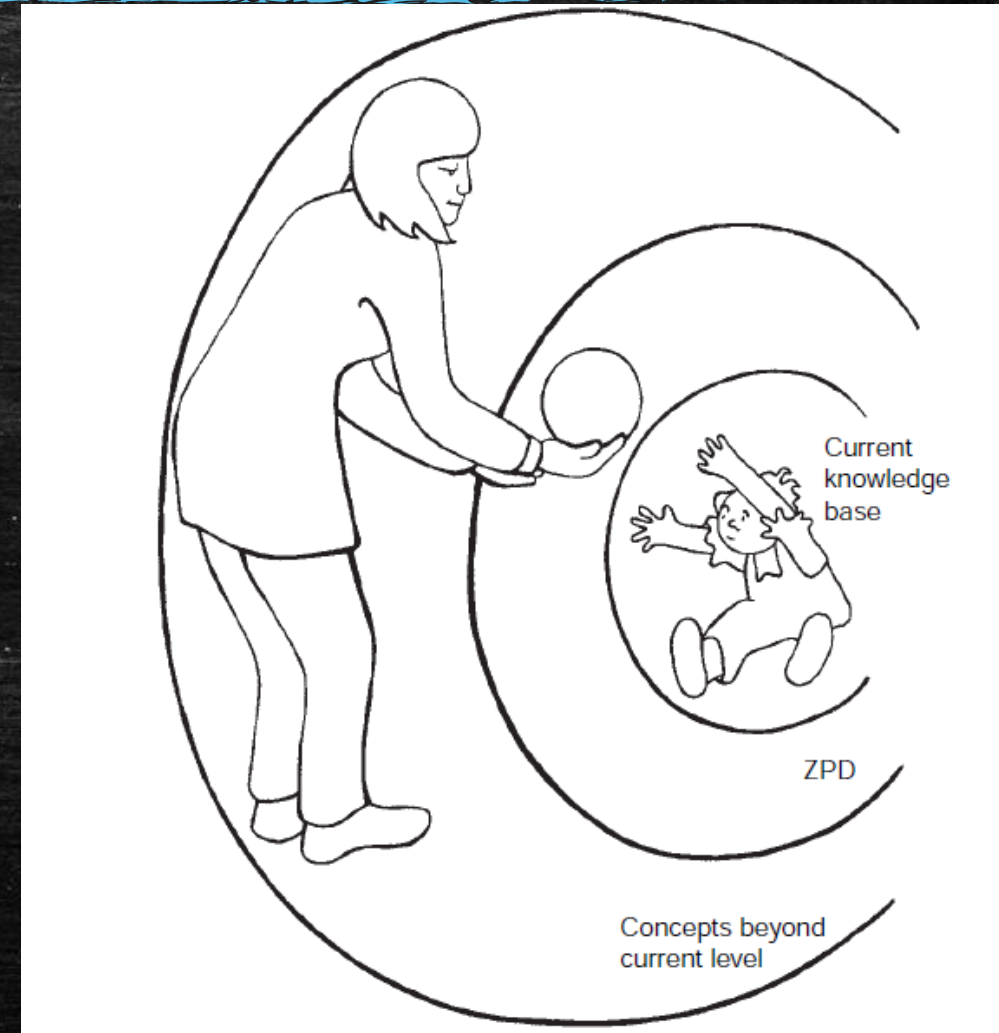
## Bagian III: *Intervensi Fungsional*

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- ZPD
- Pendekatan Intervensi
- Komponen Intervensi
- *Higher language skills*

# ZPD

- Secara sederhana ZPD dikatakan sebagai gap antara performa anak dibandingkan dengan profil kompetensi yang diharapkan (Hagstrom, 2000; Schneider & Watkins, 1996)
- Intervensi yang didasarkan pada kebutuhan fungsional merupakan esensi kritis dalam penentuan rekomendasi.



# Clinician directed model

Drill	Drill Play	Modelling
<ul style="list-style-type: none"><li>• Word/ phrase to be repeated</li><li>• Instructional stimuli (prompt)</li><li>• Reinforced</li><li>• Motivating event</li></ul>	<ul style="list-style-type: none"><li>• Antecedent motivating event</li><li>• Subsequent motivating event</li><li>• Efficient and effective in phonological intervention</li></ul>	<ul style="list-style-type: none"><li>• Involves the use of a third-person model</li><li>• Highly structured format</li><li>• Extrinsic reinforcement</li><li>• Formal interactive context</li><li>• Child's job is to listen</li><li>• The child never has to imitate a structure immediately after the model</li></ul>

Shriberg and Kwiatkowski (1982a)

Shriberg and Kwiatkowski (1982a)

Fey (1986)

## BOX 3-2 Training Protocol for Clinician-Directed Intervention

- Clinician gives instructions in declarative form ("Say the name for the picture after me.").
- Clinician presents stimulus or antecedent event ("Big ball.").
- Clinician waits for client to respond, allowing sufficient time for client to formulate response.
- Clinician presents consequent event or reinforcement (primary such as food, or secondary, such as social praise ["Good talking"], tokens to accumulate for a prize, or feedback regarding the acceptability of the response).
- Feedback might include biofeedback instrumentation or information on performance ("You said four of the five correctly.")

Adapted from Roth, F.& Worthington, C. (2010). *Treatment resource manual for speech-language pathology* (4th ed.) Clifton Park, NY : Delmar.

# Child Centered Model

Self talk & parallel talk	Imitations	Expansions	Extensions
<ul style="list-style-type: none"><li>• Self talk for clinicians</li><li>• In parallel talk, self talk for client</li></ul>	<ul style="list-style-type: none"><li>• Imitate what the child says</li><li>• More say, more opportunity to practice, more opportunity to feedback</li></ul>	<ul style="list-style-type: none"><li>• Expanding</li><li>• Take what the child said</li><li>• Misalnya anak mengucapkan "kucing" maka ekspansi yang perlu dibuat adalah "Kucing sedang tidur di kursi"</li></ul>	<ul style="list-style-type: none"><li>• Add some semantik information</li><li>• Penambahan informasi dari ekspansi</li><li>• Kombinasi dari imitations, expansions, &amp; Extensions, disebut dengan consequating behaviors (Owens, 2009)</li></ul>

# Focused stimulation

- Fokus pada satu target unit bahasa
- Klinisi menyediakan aktivitas dan material yang mengarah pada target

## BOX 3-3

### A Focused Stimulation Approach to Teaching Copula "Is"

**Materials:** Toy barn, farmer, farm animals, toy truck that can hold animals.

*Clinician:* Let's pretend we're farmers. We're taking our animals to the fair. We want to be sure we don't forget any. Here they are in the barn. I'll put some in the truck. OK, now the cow *is* in the truck. The horse *is* in the truck. The sheep *is* in the truck. What about the dog?

*Client:* Bark.

*Clinician:* Yes, the dog can bark. He says, "Ruff, ruff." Let's put the dog in the truck. Now he *is* in the truck. Good! Let's see. The cat *is* in the barn. Let's put her in the truck. Good, now she *is* the truck. The goat *is* in the truck. How about the chicken?

*Client:* Chick in truck.

*Clinician:* Yes, She *is*. The chicken *is* in the truck. That's good. *Is* the pig in the truck? He *is*. He *is* in the truck. Tell the farmer. Tell him, "The pig *is* in the truck."

*Client:* Pig is truck.

*Clinician:* Good, now everyone *is* in the truck. Now we can go to the fair.

# Vertical structuring

- Bentuk lain dari ekspansi
- Penggunaannya sama dengan pendekatan *focused stimulation*

## BOX 3-4

### Example of Vertical Structuring

**Materials:** A picture of children visiting a zoo.

*Clinician:* Look at this. What do you see? (If the child does not respond or makes a remark unrelated to the picture, the clinician directs the child's attention to a specific referent in the picture and asks again, "What do you see here?")

*Client:* Lion.

*Clinician:* Yes, and what is the lion doing?

*Client:* Roar.

*Clinician:* Yes, he's roaring. The lion is roaring.

# Millieu teaching

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- Prinsip metode:
  1. Susunan lingkungan
  2. Interaksi dan response
  3. Percakapan berdasarkan konteks
- Pendekatan ini disebut juga dengan *incidental teaching* dan Enhanced Millieu Teaching (EMT) (Hart & Risley, 1975; Hancock & Kaiser, 2006)
- Prasyarat EMT:
  1. Mampu memproduksi imitasi verbal
  2. Paling tidak ada 10 kata produktif
  3. Berada pada tahapan awal perkembangan bahasa dengan MLU 1 – 3.5 (Hancock & Kaiser, 2006)

# Komponen Intervensi

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Level I: Basic Vocabulary

Level II: Phrases

Level III: Morphological and Syntactic  
Elements

Level IV: Functional Unit and Social Use

# *Language target I: basic vocabulary*

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1. Kata konkret dan spesifik
2. Menamai objek manipulatif
3. Menamai hewan
4. Kata kerja
5. Kata sifat
6. Kata yang relevan dengan konteks etnokultural klien

## Language target II: phrases

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1. Simple phrases (*noun + adjective*)
2. Two word utterances (*noun + action verb*)
3. Two- or three-word utterances

# *Language target III: Morphologic & Syntactic elements*

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- 1. Morphologic features*
- 2. Other morphologic features (prepositions, possessives, articles)*
- 3. Pronouns*
- 4. Additional grammatic morphemes and syntactic structures (pertanyaan, kalimat aktif pasif, kalimat negatif)*

# *Language target IV: Functional Units and Their Social Use*

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- *Requests*
- *Descriptive statements*
- *Topic initiation*
- *Topic maintenance*
- *Turn taking in conversation*
- *Conversational repair*
- *Narrative skill*

Hegde & Davis, 2010

# Bagian IV: Intervensi Kosakata

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- Prinsip intervensi
- Pendekatan Intervensi

## *Word Finding Problem*

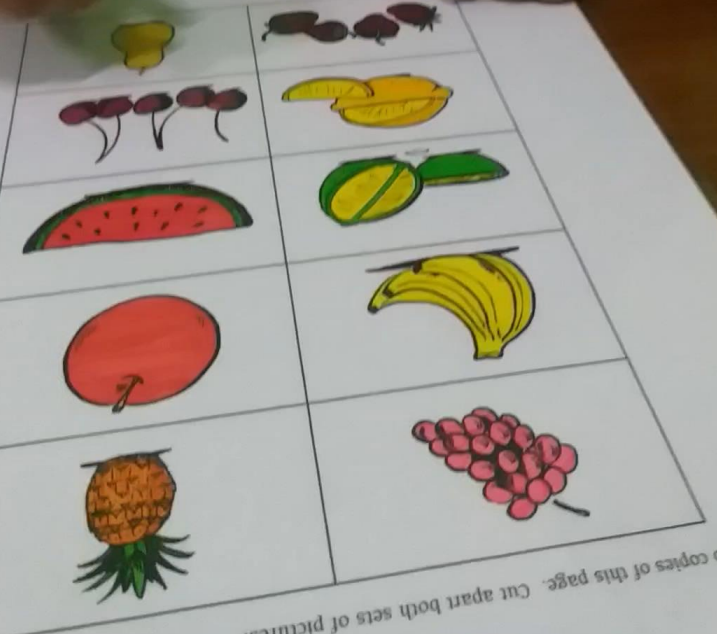
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- Kesalahan leksikal salah satunya ditandai adanya permasalahan penggunaan kata secara tepat meskipun maknanya dipahami, atau sering disebut dengan *word-finding difficulties* (Messer & Dockrell, 2006)
- Permasalahan ini sering kali dikaitkan dengan permasalahan pada fungsi kognitif serta berkaitan dengan permasalahan neurogenik (Nicolson & Fawcett, 2004; Ullman, 2004).



Name \_\_\_\_\_

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# Karakteristik

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- Kemampuan menamai di[engaruhi oleh beberapa faktor antara frekuensi kata, usia akuisisi, dan kedekatan fitur semantik (Newman & German, 2002).
- Karakteristik umum yang nampak antara lain (Messer & Dockrell, 2006):
  1. Tidak mampu memproduksi kata
  2. Repetisi
  3. Fillers (em, anu, apa ya)
  4. Kata non-spesifik (kategorisasi)
  5. Jeda panjang
  6. Substitusi kata target

# Tipe

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- Semantik

Kesalahan pada fitur semantik berupa substitusi kata target dengan kata lain yang masih berasosiasi.

- Fonologi

Kesalahan pengucapan bunyi pada kata target.

# Dampak

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- Membaca
- Mengerjakan ujian
- Matematika
- Ekspresi Verbal

# Intervensi kosakata usia pra sekolah

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- Intervensi semantik pada usia pra sekolah cenderung memperkuat kosakata anak.
- Intervensi kosakata antara lain:
  1. Meningkatkan ukuran kosakata meliputi verb, pronoun, konjungsi, dan konsep dasar
  2. Meningkatkan hubungan semantik antar kata

# Intervensi kosakata usia sekolah

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- Intervensi kosakata pada usia sekolah menargetkan tujuan spesifik untuk memperluas dan memperdalam kosakata yang sudah dimiliki oleh anak.
- Target tujuan intervensi antara lain:
  1. Meningkatkan pengetahuan tentang kosakata
  2. Meningkatkan penggunaan kosakata sesuai konteks
  3. Menggunakan kosakata untuk bahasa figuratif

*American Speech-Language Hearing Association*

(Roth, 2002) Prinsip dasar intervensi

Prinsip 1



Melatih fleksibilitas pengetahuan semantik

Pemilihan target dengan pertimbangan efektif dan efisien



Prinsip 2

Prinsip 3



Intervensi menggunakan "direct approach"

Kosakata dipilih berdasarkan variabel kontekstual



Prinsip 4

(Roth, 2002) Prinsip dasar intervensi

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Linieritas antara kata familiar dan tidak familiar



Prinsip 5

Prinsip 6



Fokus pada definisional dan kontekstual kata

Memperluas pengetahuan kosakata



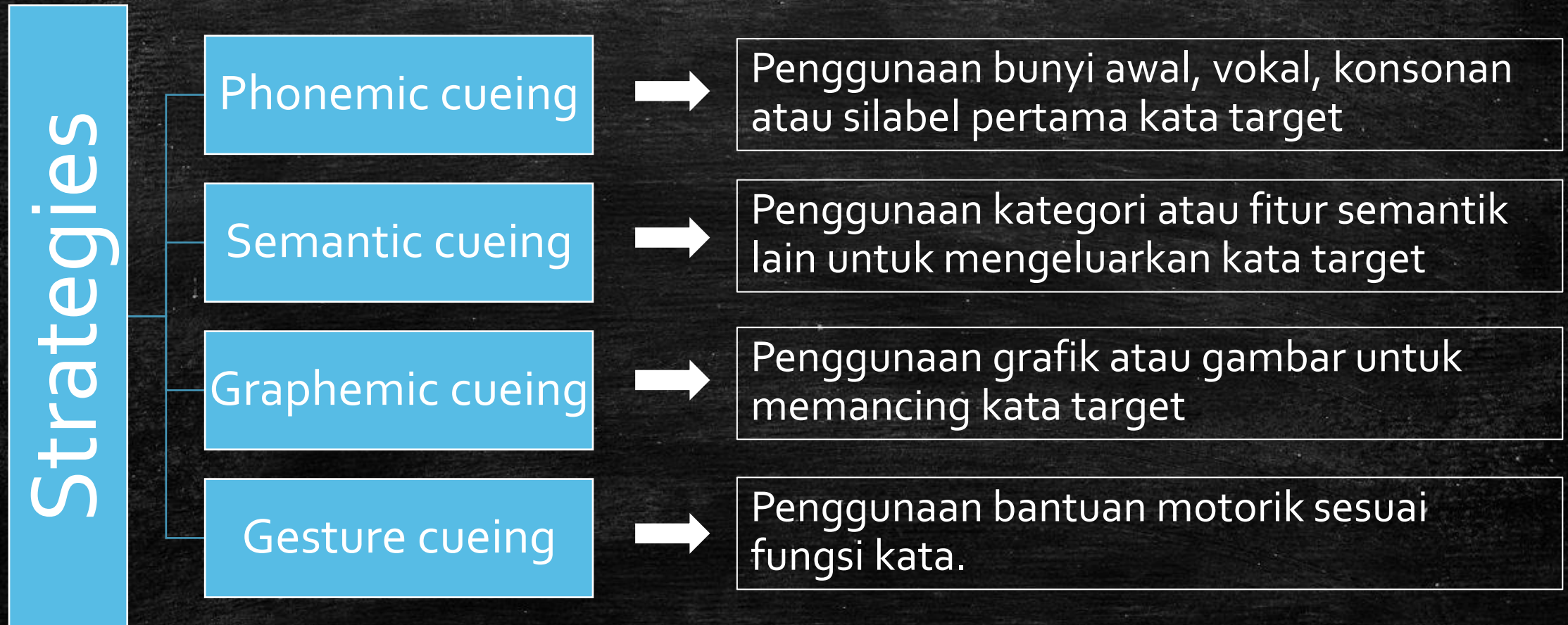
Prinsip 7

Prinsip 8



Pendekatan multidisipliner

(Owens, 2004) *Intervensi word finding problem*



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