

## Teacher Strategies in Handling Stuttering Children at PAUD al Fathur Rochman

**Heni Nopiyanti**

STAI DR KH EZ MUTTAQIEN

[heninovianti79@gmail.com](mailto:heninovianti79@gmail.com)

**Nadya Yulianty S**

STAI DR KH EZ MUTTAQIEN

[nadyayuliantys@gmail.com](mailto:nadyayuliantys@gmail.com)

### ABSTRACT

Language development in children is a process of understanding and pronouncing words. Early Childhood needs to be stimulated so that their language development continues to increase. Stuttering is a condition where a child has problems with speech inconsistency in the form of word pronunciation and sentence flow, whether it occurs in childhood or in adults. This research aims to see teachers' strategies for dealing with children who have obstacles in mentioning vocabulary. This research method uses descriptive qualitative. The research sample is one of the students from KB Al Fathur Rochman. The research results are related to the teacher's strategy in optimizing the language development of children who experience stuttering so that the child can communicate better than before. The teacher asks the child to speak with beats. slowly and slowly, like taking a breath, speaking slowly one word at a time, the child's mother begins to be able to control her speech so that the child can be more able to speak well and be easily understood by the person she is talking to.

**Keywords:** *Development; Language; Struttering; Speaking*

### INTRODUCTION

Refers to the period of child development starting from birth to around 8 years of age. This period is often considered critical in forming the foundations of child development, including physical, cognitive, social, emotional and language aspects. This period is also known as the golden edge. In this golden period, children learn by seeing, hearing and feeling what is happening around them (Alfiani Nurul Istiqlal 2021). Language development in children is a process of understanding and pronouncing words. The importance of stimulation in early childhood is because formation during this period can influence the child's overall development into adulthood. Therefore, it is important to pay attention to the needs of early childhood, starting from nutritional needs including quality education and a supportive environment, which is very important to ensure children's optimal development. (Susanto, 2014)

Language development in children is influenced by several factors, namely family, environment and school. The stimulation provided by parents can improve children's language development. The vocabulary that children speak is not far from what they hear and see. This is related to the parenting style provided by the parents, environment and school to the child. (Robingatin, 2021). The current case is that the researcher observed how the teacher's strategy was for a child who had limitations in language development, namely stuttering in speaking, in his pronunciation the child repeated the same words at one time. Not only that, the child says a sentence quickly, so what is said becomes difficult to understand.

For young children, language can be used to express desires and express feelings, or it can be said to be affective language and receptive language. If at the age of 0-12 months, the child is only able to cry to express feelings, then the situation is different for children aged 3-6 years. They can use the vocabulary they have to express feelings and emotions. Likewise, the results of children's thinking activities will be appreciated with language, and the various feelings that surround children will be displayed with their language abilities as well. (Muhammad Ardiansyah, 2020) Vygotsky saw that thought depends on language. Mental operations are believed to manifest in language structures and cognitive development resulting from language internalization as follows; a) initially thought and language develop as two separate systems, b) before the age of about two years, children use words socially, that is, to communicate with other people. Up to this point the child's cognition is not filled with language, c) at around two years of age, thought and language are connected. Language that initially accompanies social interaction is internalized to provide a language for the mind. This internalized language can then guide the child's actions and thoughts. (Santrock W John, 2012)

For young children, language can be used to express desires and express feelings, or it can be said to be affective language and receptive language. If at the age of 0-12 months, the child is only able to cry to express feelings, then the situation is different for children aged 3-6 years. They can use the vocabulary they have to express feelings and emotions. Likewise, the results of children's thinking activities will be appreciated with language, and the various feelings that surround children will be displayed with their language abilities as well. (Muhammad Ardiansyah, 2020) Vygotsky saw that thought depends on language. Mental operations are believed to manifest in language structures and cognitive development resulting from language internalization as follows; a) initially thought and language develop as two separate systems, b) before the age of about two years, children use words socially, that is, to communicate with other people. Up to this point the child's cognition is not filled with language, c) at around two years of age, thought and language are connected. Language that initially accompanies social interaction is internalized to provide a language for the mind. This internalized language can then guide the child's actions and thoughts. (Santrock W John, 2012)

## METHOD

The research method used is a qualitative approach using purpose sampling. The subjects in this research were class teachers, school principals and group B students at PAUD AL Fathur Rochman. The main instruments are research, collecting information, observation, interviews and documentation. Interviews were carried out to collect information/data related to research problems through question and answer activities to collect research data and documentation in the form of interview guides in the form of interview documents and photos of activities during the research that were used. (Sugiyono, 2021) The sample used was a student, the data is as follows:

**Table 1.** Stuttering student data

No	Name	Old
1	Reyzel	6 years

The data analysis technique used adopted the Miles and Huberman technique in that the researcher checked the validity of the data using several techniques, namely interviews and documentation. Interviews are conducted as a reference for researchers in obtaining certain data related to research problems through questions and answers activities in collecting research data. Apart from that, documentation in the form of several interview guides and photos of activities during the research took place. (Sugiyono, 2021)

## RESULTS AND DISCUSSION

Results The results of observations made by researchers from stage one to the final stage

The stages in the research:

**Table 2.** The research stages

No	Stage	Activity
1	Initial stage	Initial observations
2	Second stage	Second observation at the research site
3	Third Stage	Conduct interviews with teachers, parents, and target students
4	For Stage	Observe the teacher's treatment of targets and parents
5	Final Stage	Evaluate whether there is progress in the child

The results of observations carried out by researchers from stage one to the final stage were that in the early stages of observation children experienced problems in communication, such as when they spoke repeatedly, with understanding that was difficult to understand, and were easily disappointed if the person they were talking to did not understand what was being said. When the person they are talking to doesn't understand, they tend to be disappointed and don't even want to talk anymore, it seems like they are giving up and makes the child feel less confident. Then the teacher gives treatment in the form of words that make the child no longer sad, such as sorry, the teacher doesn't understand, try repeating it again slowly. Furthermore, in the second stage, observations were carried out repeatedly at the Al Fathur Rochman KB school while class activities were in progress. (Yunita et al., 2023)

The teacher in class continues to motivate while modeling the tone or beat that should be used when you want to speak. The next stage was for the researcher to conduct interviews with the teacher as well as the parents and the child. The results of the interview showed that the child had experienced stuttering since he began to speak, namely at the age of approximately 3 years. And to the teacher about the strategies that have been implemented.

Then observe the behavior of teachers and parents when stimulating children to speak, as what teachers do is by giving rewards if the child succeeds in conveying what he wants to say. And parents also do the same thing, such as allowing children to play with something they want to play with or get something they want.

The next stage is to conduct an evaluation of several stimulations that have been carried out. The final results show that the teacher's strategy in stimulating the child had good results. In dealing with children who stutter in pronunciation of words. Teachers must have methods or methods that can improve children's language skills. The treatment given is that children are treated like children in general, only the stimulation given is to motivate children to improve their language more optimally.

The methods used by teachers include asking children to speak slowly, controlling their breath when they want to speak, using tapping when speaking and giving rewards if the child is able to do this well. Currently, the pronunciation of words that fail and quickly can change to become slower and easier to understand. The teacher's strategy for dealing with children who stutter is successful and the children become more fluent in conveying what they want to say, conveying feelings and telling stories of experiences. (Khusnul Khotimah, 2020).

Stuttering is a language communication that is delivered by the speaker in a stuttering manner so that the message conveyed by the listener becomes boring. Phenomena like this can happen to anyone, both adults and children. (Dr. dr, 2015)

## CONCLUSION

In accordance with the focus of our research, namely what teachers' strategies are in dealing with children with special needs in the form of stuttering in the child's language. So the findings from this research can be concluded that the child is stuttering. So parents and teachers should pay attention to the strategies used. Based on the results of interviews and observations carried out, it appears that the strategies used by teachers in dealing with children with stuttering disorders in the form of controlling their breath when speaking, speaking with beats and speaking word for word slowly have succeeded in making children become more fluent in speaking, more confident in interacting with other people. Motivation and encouragement from teachers and parents is very necessary, including making the child believe that they are able to say what they want to say

## REFERENCES

- Khusnul Khotimah, S. S. A. S. Y. S. (2020). Parenting sukses: menghadapi bully teman bagi anak gagap. *Jurnal AUDI Jurnal Ilmiah Kajian Ilmu Anak dan Media Informasi PAUD*, 5(2), 64–74. <http://ejurnal.unisri.ac.id/index.php/jpaul/article/view/3937>
- Santrock W John. (2012). *Life Span Development*. Erlangga.
- Sugiyono. (2021). *Metode Penelitian Kualitatif, Kuantitatif dan R & D*. Alfabeta.
- Susanto, A. (2014). *Perkembangan Anak Usia Dini*. Kencana.
- Yunita, E., Sukoco, I. W., & Rosidin, O. (2023). Pemerolehan Bahasa Pada Anak Penderita Gagap (Stuttering) Pascakejang. *Jurnal Basataka (JBT)*, 6(1), 100–107.
- Dr. dr, R. S. (2015). Gagap [stuttering] Pada Anak.

