Development of Karcis-Delay "Daily Activities" as a Speech Education Media for Children with Speech Delay

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ABSTRACT

Karcis-delay is a speech education card media that can be used to improve the speaking skills of speech delayed children. The purpose of this research is to 1) describe the analysis of Delayed Activity Ticket (Karcis-Delay) needs, 2) describe the design of Delayed Activity Ticket (Karcis-Delay) media product, and 3) describe the validation results of experts on the development of Delayed Activity Ticket (Karcis-Delay) media as an alternative speech therapy for children with speech delay disorders. The type of research used is Research and Development (R&D). Data in this study were collected using observation methods, Focus Group Discussions (FGD), and interviews. The results of this study are as follows: (1) Delayed Activity Tickets (Karcis-Delay) are needed as speech education media for children with speech delay, (2) the design of Delayed Activity Tickets (Karcis-Delay) is created according to the analysis of content needs, focusing on daily activity cards and their causes, and (3) the expert validation conducted includes media expert validation, language expert validation, and child psychology expert validation. Based on the expert validation results, it can be concluded that Delayed Activity Tickets (Karcis-Delay) "Daily Activities" are feasible as speech education media for children with speech delay.

Keywords: daily activities, flash card, speech delay, speech education

INTRODUCTION

Speech delay is one of the speech disorders that happens during the language acquisition process in children during the golden age. The language acquisition process in children varies; some progress quickly while others progress slowly. The causes of speech delay in children can be attributed to inherent factors and stimulus factors. Inherent factors result from a disruption in one of the child's organs, causing their speech process to be disrupted. Meanwhile, stimulus factors can come from the family, television media, gadgets, and the living environment.

The lack of stimulation can lead to speech and language disorders, and these disorders can even become persistent (Safitri, 2017). Therefore, parents who want their child's language acquisition to be in line with their physical development, or even surpass it, must consistently provide good stimulation. This is because one of the primary factors affecting a child's language acquisition is the parents. This is because parents spend the most time together with their children.

One type of activity that parents can apply to stimulate language acquisition in children is frequently engaging in conversations with them from birth. Even before a child starts learning to speak, it is advisable for parents to always engage in conversations with their child, such as during bathing, changing diapers, and putting the child to sleep. Parents should continue to communicate with their child during these activities because the child has already absorbed various vocabulary from what they have heard since infancy.

The ability to speak is linked to the ability to communicate in general because speaking is crucial for humans to communicate. Therefore, speaking is the initial capital for humans to socialize with others. Speaking is a form of language through pronunciation intended to convey specific meanings (Azizah, 2017). Speaking is also a highly effective form of communication for interaction, both in terms of mental and motor skills. The development of speaking (oral language) is the foundation for the development of basic literacy skills such as speaking-listening, reading-writing, feeling-describing, and counting and calculating (Sofia and Anggraini, 2018).

Speech delay disorder in children is a problem that cannot be underestimated because it is one of the common causes of developmental disorders in children and can affect other aspects of development such as intelligence, independence, social skills, and more. Children with speech delay are at a high risk of experiencing learning difficulties, which can lead to reduced academic achievements, either overall or continuing into school age.

Early detection of speech delay in children is done by parents and educators by observing the child's development according to their age. The earlier the cause of speech disorders in children is identified, the sooner it can be addressed, and appropriate stimulation can be provided to the child.

Based on observations at SLB PRI Pekalongan City (Special School for Inclusive Education PRI Pekalongan City), there are two special classes for children with speech delay. According to the screening conducted by SLB PRI Pekalongan City, there are two causes of speech delay in children: physical deficiencies and parenting styles. Some children experience pure speech delay due to parenting styles and a lack of stimulation, while others experience speech delay due to physical factors such as hearing impairments and autism. Listening is the main thing in learning to speak. Someone will understand the information conveyed through listening and then learn to pronounce it (Awinindia, 2023). Therefore, someone who has hearing loss tends to experience speech delay.

Children with special needs for speech delay also have the right to receive education in inclusive schools. Inclusive education is based on the view that all children have the right to attend regular schools. The task of schools and teachers is to provide for the needs of all children in their community, whatever their degree of ability or disability, in inclusive education all differences are respected (manurung, 2020)

Training children to learn to speak can be done by communicating in various ways and incorporating learning into play activities. Additionally, it requires media that can stimulate children to want and be motivated to speak. Teachers need to provide strategies or media that can make learning exciting and effective so that students can improve their vocabulary mastery well (Maulidiyah, Agustina, & Umam, 2023). One of the media that can be used to stimulate children to be motivated to speak is flashcards or card media.

Research on speech delay has been conducted by several researchers before, including Istiqlal (2021) with the title "Speech Delay Disorder in 6-Year-Old Children." The research by Istiqlal found specific characteristics of children with speech delay, causes, and ways to address speech delay by providing more stimulus for speaking.

Research on speech delay has also been conducted by Aini and Alifa (2022) with the title "Speech Delay Disorder in 6-Year-Old Children at RA An-Nur Subang." The research found factors causing speech delay in 6-year-old children and efforts made to address speech delay through role-playing stimulation. Furthermore, Desiarna, Nafila, and Fatmawati (2023) also conducted research titled "Speech Delay Disorder in Early Childhood." The research found factors affecting and causing speech delay.

Research on the use of media for children with speech delay has been conducted by Tesalonika (2023) with the title "Designing a Board Game as Speech Education Media for Children with Special Needs 'Speech Delay'." The research found that children with speech delay responded well to stimuli

from the Board Game media. Therefore, the Board Game designed as speech education media was considered highly effective and enjoyable.

Speech therapy is a healing process designed to address speech, language, and motor skill disorders (Mirantisa, 2021). Speech therapy involves teachers training children to speak, instructing pronunciation of vocabulary, and practicing speech motor skills while playing (Rahim, 2021). One form of nonverbal communication to stimulate children with speech delay to be motivated to speak is by using specific media during the therapy process, such as using cards during speech therapy. The use of pictures on cards is believed to help improve memory for the names or characteristics of various objects. Therefore, children with speech delays have a wide range of vocabulary to discuss. The goal of speech therapy is to improve speech skills and language expression, especially in children with speech delay or delayed speech development.

Based on the background presented, the implementation of media usage is highly needed to stimulate speech in children with speech delay to prevent speech intelligence disorders in the future. Based on the results of initial observations at SLB Pri in Pekalongan City, there are two special classes for speech delayed children. In Pekalongan City Special Special School, there are 10 children who have speech delays. Therefore, an interesting media is needed to stimulate speech delayed children to speak. The novelty of this research is creating a speech education media for speech delayed children that is appropriate to the child's development. Meanwhile, the urgency of this research is to help school teachers with special needs and parents who have speech delayed children to stimulate the speech development of children with speech delays.

Therefore, based on the background outlined above, the author is interested in researching the "Development of Delayed Activity Tickets 'Daily Activities' to improve speech abilities in children with speech delay at SLB PRI Pekalongan City." With this research, it is hoped that the speech delay cards produced based on research results can be used by special needs teachers as speech therapy media for children with speech delay disorders.
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METHOD

The type of research used in this study is research and development (R&D). Research and development (R&D) is a research method used to produce specific products such as designs, models, learning media prototypes, etc., and to test the effectiveness of these products (Sugiyono, 2013). This research used the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model is a development model in nature simple compared to other models, so it is easy to learn researcher (Branch, 2009).

The problem in this research is that there is no special media that can be used as speech education for speech delayed children. This research developed Delayed Activity Ticket (Karcis-Delay) learning media as speech education media for children with speech delay disorders. Data in this study were collected using observation methods, Focus Group Discussions (FGD), and interviews. The research used the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). However, this research only reached the third stage, which is development because the product design that has been created cannot be tested immediately. After the product design is validated by the validator and the deficiencies are identified, the researcher then makes improvements to the design according to the validator's input. Testing can be carried out for further research, experiments. The development procedure can be outlined as follows.

a. Analysis

The ADDIE development model involves an analysis process related to facts occurring in the field to obtain information about the product being created. At this analysis stage the researcher carries out a needs analysis or analyzes the basic problems faced in the city of Pekalongan. With this needs analysis, an overview of facts, hopes and alternative solutions to basic problems will be obtained which will make it easier to determine or select the learning media that will be developed. The analysis process in this research was conducted by answering several questions: (1) Can the new learning media overcome the learning problems faced? (2) Can special needs teachers or parents implement the new learning media? (3) Does the implementation of Delayed Activity Ticket (Karcis-Delay) media make children with speech delay disorders interested and motivated to speak?

b. Design

The design aims to create interest and motivation for children with speech delay to speak; therefore, learning objectives can be easily conveyed and the vocabulary of children can increase. This stage is used to design media in the form of speech delay cards which are adjusted to the results of the needs analysis in the previous stage. This design stage is carried out in 2 steps, namely reviewing the material or content and preparing the media design. At the material or media content review stage, the material that will be used in creating the media is determined. The selected content is adapted to the age needs of children who experience speech delay. After stabilizing and determining the material, the researcher then carried out initial planning in creating the media. At this stage, researchers also develop instruments that will be used to assess the media being developed.
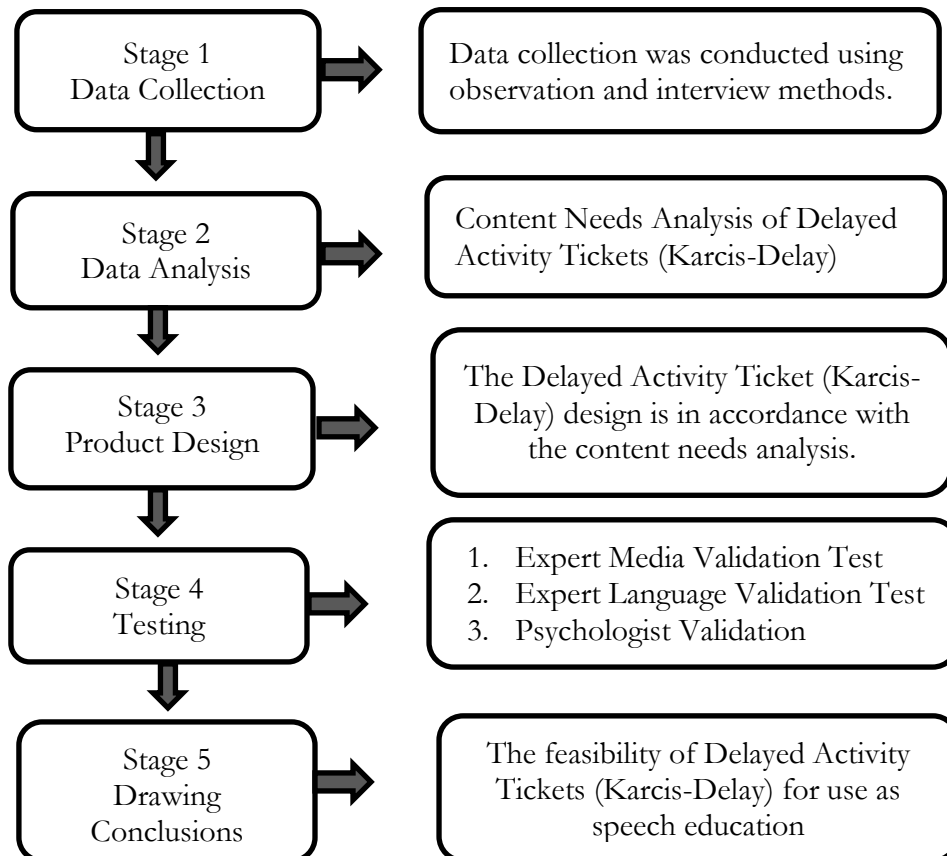
c. Development

After the design stage is complete, then proceed with developing ticket-delay media by realizing a product design that is ready to be developed, namely creating ticket-delay media which refers to the initial product design stage. At this stage, the ticket-delay media product that has been completed is then validated by experts to determine its suitability.The design that has been created is then developed into Delayed Activity Ticket (Karcis-Delay) media. At this stage, the product is validated by three validators: media expert validation, language expert validation, and child psychologist validation. The research procedure is shown in the following diagram.

Graphic 1:
Research Flow

Stage 1 Data Collection	→	Data collection was conducted using observation and interview methods.
Stage 2 Data Analysis	→	Content Needs Analysis of Delayed Activity Tickets (Karcis-Delay)
Stage 3 Product Design	→	The Delayed Activity Ticket (Karcis-Delay) design is in accordance with the content needs analysis.
Stage 4 Testing	→	1. Expert Media Validation Test 2. Expert Language Validation Test 3. Psychologist Validation
Stage 5 Drawing Conclusions	→	The feasibility of Delayed Activity Tickets (Karcis-Delay) for use as speech education

In the fourth stage, which was testing, research instruments in the form of expert validation sheets were used, consisting of three validators: media expert validation, language expert validation, and child psychologist validation. The validation sheet instrument was in the form of a validation questionnaire containing statements about several aspects and presentations. This instrument was used to obtain data on the assessment and opinions of

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validators regarding the Delayed Activity Ticket (Karcis-Delay) media that had been developed, thus serving as a guide and reference for revising the media.

The rating scale used is from 1 to 5 for each aspect, with criteria as shown in the following table.

Table 1:
Product Validation Scale

No	Value	Description	Conclusion
1	$1.0 \leq Va \leq 1.8$	**Very Poor**	Not feasible for use, requires consultation
2	$1.8 \leq Va \leq 2.6$	**Poor**	Can be used with extensive revisions
3	$2.6 \leq Va \leq 3.4$	**Fair**	Can be used with quite a few revisions
4	$3.4 \leq Va \leq 4.2$	**Good**	Can be used with minor revisions
5	$4.2 \leq Va \leq 5.0$	**Very good**	Can be used without revisions

The data obtained from the validation results were then analyzed descriptively to revise/improve the Delayed Activity Ticket (Karcis-Delay). To analyze the validation results, mean analysis was used, which involved calculating the average of each aspect from the three validators

FINDINGS AND DISCUSSION

a. Need Analysis for "Karcis-delay"

At this analysis stage, the researcher carried out a needs analysis or analyzed the basic problems faced in several posyandu in Pekalongan City and in Special Special Schools in Pekalongan City, namely that there were still many children who experienced speech delays. Even at SLB Pri, Pekalongan City, there are two classes of speech delayed children. Therefore, it is necessary to develop speech delay card media to overcome this problem.

The needs analysis of Karcis-Delay media was obtained from observation results, interviews, and FGD. Based on the FGD with PBSI (Indonesian Language and Literature Education) lecturers, special needs teachers, and child psychologists attended by 5 PBSI lecturers, 3 special needs teachers, and 1 child psychologist, it can be concluded that the Delayed Activity Ticket (Karcis-Delay) media is the appropriate and most suitable choice of media for children with speech delay disorders.

Meanwhile, based on interviews with two special needs teachers from SLB PRI Pekalongan City who teach special classes for speech delay, the content needs of Delayed Activity Ticket (Karcis-Delay) were obtained, namely daily activities along with their causes. This Delayed Activity Ticket

(Karcis-Delay) media is expected to address the need for media to stimulate children with speech delay so that their speaking abilities can improve.

Children who experience speech delays are unable to convey their thoughts due to limited language and understanding. If left untreated, speech delays can hinder a child's development. One of the main causes of speech delays is letting children play with gadgets or watch television frequently from a very early age. Habits like this can hinder a child's language development. Children under two years old cannot understand the language they get from watching television or gadgets. All they know are interesting images and pleasant sounds. Lack of language stimulation from parents is also a contributing factor to hampering children's language development.

Therefore, the use of media is very necessary to stimulate children to speak. One effective alternative is the use of attractive card media according to the child's development. Delay tickets are arranged based on the needs of children who experience speech impairment. Delay tickets can be used as a medium to prevent children from experiencing speech delays and can also be used as a speech education medium for children who already experience speech delays. Because delay tickets can be used to stimulate children to speak and can increase children's vocabulary.

"Karcis-delay" used are adjusted to standard flash card rules. The choice of "Karcis-delay" media was chosen in line with the results of research by Lestari (2020:278) which stated that "flash card media can help teachers introduce various materials easily because the use of flash card media repeatedly is included in developing vocabulary". In line with this opinion, Madyawati (2016: 75) also explained that "using flash cards can stimulate language development and increase children's vocabulary, and make reading on flash cards an everyday activity."

b. Design of Karcis-delay "Daily activities"

The analysis of the needs for Delayed Activity Ticket (Karcis-Delay) as mentioned above serves as the basis for developing the Delayed Activity Ticket (Karcis-Delay) media. The Delayed Activity Ticket (Karcis-Delay) is created with the theme of daily activities along with their causes. The list of daily activities used as content for the Delayed Activity Ticket (Karcis-Delay) can be seen in the following table.

Table 2:
List of Children's Activities and Causes

No	Activity	Reason
1	Makan (Eating)	Lapar (Hungry)
2	Minum (Drink)	Haus (Thristy)
3	Tidur (Sleep)	Lelah (Tired)
4	Mandi (Bath)	Badan kotor (Dirty body)
5	Menggosok gigi (Brushing teeth)	Bau mulut (Bad Breath)

6	Bermain (Playing)	Bosan (Bored)
7	Belajar (Study)	Menghadapi ujian (Facing exams)
8	Berangkat sekolah (Going to school)	Belajar di kelas (Study in class)

The daily activities selected are simple activities that children typically do every day. After formulating the list of daily activities and their reasons, the researcher proceeded to the next stage, which is the design process of the Delayed Activity Ticket (Karcis-Delay). The design results of the Delayed Activity Ticket (Karcis-Delay) with the theme "daily activities" can be seen in the following image.

Picture 2:
Design of Karcis-Delay for Eating Activity

The first card is about the eating activity and its cause. The researcher created a design as shown in Figure 1, which depicts a child sitting at a table with a plate of food placed on it. The eating activity card can be paired with the adjacent image showing the cause of eating, which is hunger. The hunger card is illustrated with an image of a child holding their stomach while imagining food. The design of the second activity is bathing, as shown in the following image.

Picture 3:.
Design of Karcis-Delay for Bathing Activity

The second card shows the bathing activity. Bathing can be defined as the activity of cleaning the body with water and soap. The card illustrates a boy bathing in the bathroom. The bathing activity card can be paired with the adjacent image depicting a card with an illustration of a dirty body. The dirty body card shows dirt sticking to the child's clothes, face, and feet. The design of the third activity is brushing teeth, as shown in the following image.

Picture 4:
Design of Karcis-Delay for Brushing Teeth Activity

The third card depicts the activity of brushing teeth and its cause. The researcher created a design similar to Figure 1, showing a child holding a toothbrush and water to rinse. This image represents the act of brushing teeth. The brushing teeth activity card can be paired with the adjacent image depicting the cause of brushing teeth, which is bad breath. The bad breath card is illustrated with an image of a boy exhaling green smoke from his mouth, symbolizing bad breath. The fourth card is the drinking activity, as shown in the following image.

Picture 5:
Design of Karcis-Delay for Drinking Activity

The fourth card represents the activity of drinking and its cause. Drinking can be defined as the act of consuming water or a liquid substance. The researcher created a design similar to Image 4, showing a child holding a glass of water and drinking from it. The drinking activity card can be paired with the adjacent image depicting the cause of drinking, which is thirst. The thirst card is illustrated with an image of a boy looking tired, holding his throat while imagining a glass of water. The illustration can be interpreted as thirst.

The design of daily activity delay cards for activities 5 to 8 can be seen in the following picture.

Picture 6:
Design of "Daily Activity" Karcis-Delay

The fifth card depicts the activity of sleeping and its cause. The researcher created a design similar to that in picture 2, showing a child sleeping soundly in bed under a blanket. The sleep activity card can be paired with the image below, which illustrates that the reason for sleeping is tiredness. The sixth card represents the activity of playing with friends. The researcher illustrated two children playing a game of building blocks with numbers. The playing activity card can be matched with the image below it, which depicts that the reason for playing is boredom. The seventh card is about studying and its cause. The eighth card represents the activity of going to school and its cause.

c. Expert Validation Test

The feasibility of daily activity delay cards is assessed using expert validation (expert judgment). The validation test involves 1) a child psychologist 2) a media expert, and 3) a language expert.

d. Results of Media Expert Validation

To determine whether the delay ticket is feasible as a media or not, the first validation test was conducted by a media expert. Media expert validation aims to provide information as well as evaluate and provide advice on ticket-delay media results. Media experts obtain feasibility data by providing a grid of research instruments, then media experts provide assessments, suggestions and comments on the available instruments. After media experts have assessed the instruments provided, if there are things that need to be corrected, they need to be revised to improve them. Revisions or suggestions given by media experts are intended to improve things that are still lacking in the preparation of karcis-delay media. The components of the validation test are presented in the following table.

Table 3:
Results of Media Expert Validation

No	Assessment Aspects	Scoring scale				
		1	2	3	4	5
Presentation						
1	Clear images and illustrations				v	
2	Images help readers understand concepts					v
3	High-quality images				v	
4	Proportional combination of text and images				v	
Attractiveness						
5	Attractive card cover				v	
6	Engaging and realistic images					v
7	Proportional shape and illustrations				v	
8	Clear and appealing coloring				v	
9	Consistency of images and card size				v	
Font Size and Shape						
10	Proportional font size				v	
11	Easily readable font shape				v	
Consistency						
12	Consistent font shape used			v		
13	Consistent spacing and gaps used				v	

Based on the results of the media expert validation, the average score obtained was 4.07 with a good category, indicating that it can be used with

minor revisions. Therefore, it can be concluded that the media components used in Karcis-Delay are valid.

e. Results of Linguist Expert Validation

To determine whether the language used in the delayed activity ticket (Karcis-Delay) is feasible or not, a language expert validation was conducted. This language expert validation was carried out with the aim of testing the suitability of the karcis-delay media from the aspect of language suitability. Feasibility data by linguists is obtained by providing a grid of research instruments, then linguists provide assessments, suggestions and comments on the available instruments. After the linguist has assessed the instruments provided, if there are things that need to be corrected, they need to be revised to improve them. Revisions or suggestions given by media experts are intended to improve things that are still lacking in the preparation of karcis-delay media. The components of the language expert validation results are presented in the following table.

Table 4:
Results of Linguist Expert Validation

No	Assessment aspect	Scoring scale				
		1	2	3	4	5
1	Using the Indonesian language correctly and well					v
2	Sequence of activity flow			v		
3	Use of terms or symbols appropriate for children				v	
4	Communicative language					v
5	Clear language				v	
6	Clear causality relationships				v	

Based on the language validation by language experts, an average score of 4.16 was obtained, indicating a good category and can be used with minor revisions. Therefore, it can be concluded that the language used in the delay cards is valid.

f. Results of Child Psychologist Validation

The third examination was conducted with Child Psychologist experts in Pekalongan. Based on the results of the Child Psychologist validation, it was found that the delay card is attractive and effective when used as a speech education medium for children with speech delay because the content and all components inside it are considered feasible for children with speech delay. In terms of graphics or design and coloring, they are also deemed appropriate. The validation results are presented in the following table.

Table 5:
Results of Child Psychologist Validation

No	Assessment Aspect	Scoring scale				
		1	2	3	4	5
1	Content of Delay Card				v	
2	Image Design				v	
3	Coloring				v	
4	Communicative Language				v	
5	Clear Language					v
6	The causal relationship is clear				v	
7	Realistic illustrations				v	
8	Sequential flow of activities			v		

Based on the results of the validation test by child psychology experts, an average score of 4 was obtained, indicating a good category and can be used with minor revisions. Therefore, it can be concluded that based on the child psychology components, the speech delay cards are valid for use as speech education media for children.

g. Conclusion of Expert Validation Results
After conducting expert validation by three validators, the conclusion of the expert validation results can be seen in the following table.

Table 6:
Conclusion of Expert Validation Results

No	Expert validation	Results
1	Media expert	Good, can be used with minor revisions.
2	Language Expert	Good, can be used with minor revisions.
3	Child Psychologist	Good, can be used with minor revisions.

Based on the validation results from three validators, it can be concluded that the Delayed Activity Ticket (Karcis-Delay) as a speech education media for children with speech delay is valid and can be used with minor revisions.

The results of this research are in line with research by Pradana & Gerhani (2019:25) which found that flash cards are suitable and make it easier for children to respond to questions and state vocabulary clearly. Apart from that, the results of this research are also in line with research by Sari (2019:68) which found that flash cards can increase Javanese vocabulary. With flash cards, it makes it easier for children to add new vocabulary in Javanese because the images included on the cards are striking and attract the child's attention.

The similarity between the results of this research and the results of Pradana and Sari's research is that they both examined the use of flash cards, while the difference between this research and Sari and Pradana's research is that in this research the flash card media that was prepared was used for speech delayed children, whereas previous research flashcards were for older children. early. Apart from that, in this research the ticket-delay media is in Indonesian, while in the sari research, flash cards are used to increase Javanese vocabulary.

CONCLUSION

Based on the data analysis results, it can be concluded that (1) Delayed Activity Tickets (Karcis-Delay) are needed as a speech education media for children with speech delay, because there is still a little of speech education media for speech delayed children, especially for schools for children with special needs (2) the design of the Karcis-Delay is made according to the content needs analysis, which includes daily activities cards and their causes. The daily activities included in the Karcis-Delay content are eating, bathing, drinking, brushing teeth, sleeping, playing, studying, and going to school, (3) the expert validation test conducted includes validation by media experts, language experts, and psychologists. The validation results of the Delayed Activity Tickets (Karcis-Delay), based on the assessment by media experts, yielded an average score of 4.07 with a good category. Meanwhile, the validation results by language experts had an average score of 4.16 with a very good category, and the validation assessment by psychologists had an average score of 4 with a good category. Based on the expert validation results, it can be concluded that the Delayed Activity Tickets "Daily Activities" are feasible to be used as speech education media for children with speech delay.

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