FACTORS THAT AFFECT LANGUAGE DEVELOPMENT AND SPEECH IN TODDLERS

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ABSTRACT

Optimal language development of children is not separated from the way parents stimulate their children. Delays in speech and language development in toddlers in Indonesia are quite high from some other developing countries. Of the 24,066 total toddlers in Indonesia 68% of children experienced delays in speaking. The purpose of this study is to find out the factors that influence language development and speech in BATITA. This type of analytical research with Cros Sectional design where data relating to Independent and dependent Variables is collected at the same time. The research was conducted in August – December 2019. The research was conducted at Puskesmas Lubuk Buaya Padang. The population is All Mothers who have children aged 1-3 years come to visit posyandu tabing puskesmas lubuk buaya padang working area. A sample of 34 BBLR people was taken with accidental sampling techniques. The data was analyzed using the Chi-Squere Statistical Test and continued with the Multivariate Test. Bivariate analysis found no relationship between parenting patterns and the development of speech and mental language with a p value = 0.133, there is a relationship between socioeconomic status and speech and language in toddlers with a value of p value = 0.01 (p < 0.05), and there is a relationship between cognitive development and speech and language in toddlers with a value of p value = 0.01 (p < 0.05). In the multivariate analysis of variance dependent variables, it was found that the most influential effect on the growth of language and speech in Batita is socioeconomic status with a value of p value = 0.00 (p <0.05). The results concluded that the most influential factor in language development and speech in Batita is socioeconomic status. It is expected that health officials can detect the development of bahsa as early as possible and talk to toddlers aged 1-3 years.

Keywords : Language development, speech development, and parenting patterns

INTRODUCTION

The development of children is the increasing ability (skill) in the structure and function of the body due to the maturation process of cells, tissues, organs and regulatory systems (Soetjiningsih, 2013). Children's development includes several aspects, namely cognitive, language, sensory, motor, social and emotional that are related to each other. A child's development is influenced by several things such as genetic, health or nutritional status, parental interactions and environmental interactions. Good growth and development in the early period or golden age period will determine a child's future learning abilities (Baker-Henningham & Boo, 2010).

Speech development disorders are circumstances in which a person cannot use linguistic symbols to communicate verbally or there are delays in speech development. A child is categorized as having a speech developmental disorder in the event of developmental delays in speech according to the child's age group, gender, customs and intelligence (Hartanto, et al, 2011).

The development of children in preschool is influenced by heredity and environmental factors. environmental factors such as families, groups, schools and media of the time. The family context is seen as the deciding factor for the child's development, where the main determining factor in the family is the parent. The role of parents especially mothers is very important for the development of the child because parents can immediately recognize the child's developmental disorders as early as possible and provide a thorough stimulus. Joseph, 2011.

Judarwanto (2011) divides factors that affect a child's language development into two, namely internal factors including: perception, cognition and prematurity. External factors include: knowledge, fostering patterns and socioeconomic. The development of language and speech is one of the dimensions that is very susceptible to poor environments.

According to lilis maghfuroh, et al.2014 quoted from yusuf 2004. Children's language skills should be improved by maintaining a healthy relationship between parents and children. Healthy relationships facilitate the development of children's language, will stimulate the child to achieve optimal development. The more children are stimulated to talk by teaching them to speak and are encouraged to respond, the earlier they learn to speak and the better the quality of speech.

Optimal language development of children is not separated from the way parents stimulate their children. Delays in speech and language development in toddlers in Indonesia are quite high from some other developing countries. Out of 24,066 the number of toddlers in Indonesia 68% of children experience delays in speaking. (Ministry of Health, 2015). According to melati research

(2012) 2.3 % - 24.6% speech delay is found in preschool age children in Indonesia.

Based on data obtained from the health office of west Sumatra province in 2015, padang city was ranked first with a growing number of speech and language disorders of 434 people.

Preliminary study conducted by researchers at Lubuk Buaya Puskesmas Working Area in Posyandu Tabing on 10 parents, obtained data that 4 mothers gave their children the freedom to choose. Furthermore, 3 of the mothers always scold their children if they do not obey what their mother ordered. Meanwhile, three of the mothers never give a compliment when their child can do something. While preliminary studies conducted on 10 toddlers obtained 2 out of 3 children aged 1 years have not been able to imitate 3 syllables, 2 out of 4 children aged 2.5-3 years of speech are incomprehensible.

Based on this background, researchers are interested in conducting research on "Fakto That Affects the Development of Speech and Language of Toddlers in the Working Area of Lubuk Buaya Health Center".

MATERIAL AND METHODS

This research uses analytical design with a cross sectional study approach. The independent and dependent variables in this study were child language development, fostering patterns, socioeconomic and cognitive development. The sample of this study is mothers who have children aged 1-3 years come to visit posyandu tabing pukesmas lubuk buaya working area with sambel retrieval technique using accidental sampling of a total of 34 people. The sample criteria in this study were mothers who had children aged 1-3 years, Cooperative to do Cat Clams, and

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willing to be respondents. Measuring instruments for Language Development and Speech using the Cat and Clams questionnaire. Socioeconomic use the income questionnaire of the head of the umr standard family of padang city, and the Fostering Pattern with questionnaire. Research analysis using frequency distribution and chi square.

RESULT
The results include factors related to language development and Speech in toddlers

Table 1
Relationship of Language Development and Speech with Foster Care Patterns in Lubuk Buaya Puskesmas Area 2019

No.	Foster Care Patterns	Language Development and Speech				Total		ρ value
		Suspek		Normal				
		f	%	f	%	f	%	
1	Permisif	2	33,3	4	66,7	6	100	
2	Otoriter	6	60	4	40	10	100	0,133
3	Demokratis	4	22,2	14	77,8	18	100	
Total		12	35,3	22	64,7	34	100	

The 1 table showed that mothers who had a permissive parenting pattern and experienced a positive development of language and speech in toddlers were obtained by 2 respondents (33.3%), mothers who had authoritarian parenting patterns and experienced a spec of language development and spoke to the toddlers obtained 6 respondents (60%), mothers who had authoritarian parenting patterns and experienced a spec of language development and spoke as many as 6 respondents (60%) and mothers who have a democratic parenting pattern and experience a significant development of language and speak to the batitia 4 respondents (22.2%). After the statistical test Chi-Square was obtained p value = 0.133 (p > 0.05), meaning Ha was rejected and Ho was accepted, so it was concluded that there was no relationship between parenting and speech and language in the toddler.

Table 2
Language Development and Speech Relationship with Socioeconomic in Lubuk Buaya Puskesmas Area 2019

No.	Socio economic	Language Development and Speech				Total		ρ value
		Suspek		Normal				
		f	%	f	%	f	%	
1	No UMR	7	70	3	30	10	100	
2	UMR	5	20,8	19	79,2	10	100	0,01
Total		12	35,3	22	64,7	34	100	

From table 2 shows that the status of economic soail that is not suitable for UMR and experienced the spec of language development and speech in toddlers obtained as many as 7 respondents (70%), while socioeconomic status in accordance with UMR and experienced a spec of

language development and speech in toddlers obtained 5 respondents (20.8 %). After the statistical test Chi-Square was obtained p value = 0.01 (p < 0.05), meaning Ha was accepted and Ho was rejected, so it was concluded that there was a relationship between socioeconomic status and speech and language in the toddler.

Table 3
Relationship of Language Development and Speech with Cognitive Development in Lubuk Buaya Puskesmas Area 2019

No.	Cognitive Development	Language Development and Speech				Total		ρ value
		Suspek		Normal				
		f	%	f	%	f	%	
1	Suspek	10	58,8	7	41,2	17	100	0,01
2	Normal	2	11,8	15	88,2	17	100	
Total		12	35,3	22	64,7	34	100	

From table 3 showed that cognitive development and experiencing a spec of language development and speech in toddlers was obtained by 10 respondents (58.8%), while normal cognitive development and experiencing a spec of language development and speech in toddlers was obtained by 2 respondents (11.8 %). After the statistical test Chi-Square was obtained p value = 0.01 (p < 0.05), meaning Ha was accepted and Ho was rejected, so it was concluded that there was a link between cognitive development and speech and language in the toddler.

Analisis Multivariat

Table 4
Relationship Type of Delivery with Jaundice Incidence in Neonates in the Perinatology Room of the Padang Panjang City Hospital in 2019

Variable	Frekuensi	df1	Df2	Sig
Economic Status	10,7	1	32	0,00
Cognitive Development	4,4	1	32	0,04

Based on the table above it appears that multivariate analysis test, dependent variables are most influential to the growth of language development and speak to Batita i.e. socioeconomic status with a value of p value = 0.00 (p <0.05).

DISCUSSION

The relationship between the parenting pattern and the language and speaking to BATITA

From the results of the study showed that mothers who had a permissive parenting pattern and experienced a sensitivity of language development and speech to the toddler were obtained by 2

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respondents (33.3%), mothers who had an authoritarian fostering pattern and experienced a spec of language development and spoke to the toddler obtained 6 respondents (60%), mothers who had authoritarian parenting patterns and experienced a spec of language development and speech as many as 6 respondents (60%) and mothers who have a democratic parenting pattern and experience a significant development of language and speak to the batitia 4 respondents (22.2%). After the statistical test Chi-Square was obtained p value = 0.133 (p > 0.05), meaning Ha was rejected and Ho was accepted, so it was concluded that there was no relationship between parenting and speech and language in the toddler.

Santrock (2011) states that a child's development is not only influenced by the amount of time spent by a parent with a child but parents should pay attention to and understand the style used when interacting with the child as well as how parents can discipline the child which is hereby referred to as the parent's parenting pattern. Parental parenting patterns are clearly one of the factors that influence a child's development. Parents should not punish or distance themselves from the child, instead parents should develop rules and give compassion to the child in order for the child to achieve developmental tasks according to the child's age.

From the results of the study obtained that the pattern of foster care is not related to the perkembagan language and talk to BATITA, but we can conclude that the democratic foster care pattern has a suspek development of speech language has a smaller risk factor compared to the permissive and authoritarian fostering pattern where of the 18 respondents who have a democratic foster care pattern there are 4 respondents who experience a speculative development of speech language, this parenting pattern is not related to the possibility of being presented by the role of parents that is the role of the father is also needed in experiencing communication and interaction in language development and talk to Toddlers.

The Relationship of Socioeconomic Status with Language Development and Speaking To Toddlers

From the results of the study showed that the status of soail economy is low and experienced a spec of language development and speech in toddlers obtained as many as 7 respondents (70%), while socioeconomic status in accordance with UMR and experienced a spec of language development and speech in the toddler obtained 5 respondents (20.8 %). After the statistical test Chi-Square obtained p value = 0,....... (p < 0.05), meaning Ha is accepted and Ho is rejected, so it is concluded that there is a relationship between socioeconomic status and speech and language in the toddler.

Noel et al (2008) said the unfavorable state of the family with a small income will increase the pressure in the family, create psychological stress and affect the quality of interaction between the parent and the child, thus affecting the child's development. Pancofar and Vemon Veagens' research suggests all families with favorable

levels of education and economy will have lower risk children to experience developmental delays and talk.

The results of this study found that low economic status has a higher risk compared to older people who have sufficient attractive ing. With enough income parents can provide good nutrition to their child and also parents can buy educational toys that stimulate the language and speech of children, the formation of harmonious relationships and the absence of strong economic pressures so that parents can give their best to their child and stimulate the development of language and talk of the child for the better.

The Relationship of Cognitive Development with Language Development and Speech In Toddlers

From the results of the study showed that cognitive development and experiencing a spec of language development and speech in the toddler was obtained by 10 respondents (58.8%), while normal cognitive development and experiencing a spec of language development and speech in the toddler was obtained by 2 respondents (11.8 %). After the statistical test Chi-Square was obtained p value = 0.01 (p < 0.05), meaning Ha was accepted and Ho was rejected, so it was concluded that there was a link between cognitive development and speech and language in the toddler.

Webster (2008) said in case-control research on language disorders in children ages 7 to 13, it was found that in children with developmental disorders bahsa showed an average score on peabody picture vocabulary assessments of cognitive, motor abilities and intelligence levels. motor movement delay occurred in 70% of children with impaired language development compared to the control group (8%). Motor proficiency levels are equivalent to language skills but are not related to nonverbal cognitive function. The discovery supports the hypothesis of the absence of critical biological factors in motor function and language

The assumption from the study that cognitive development is related to the development of language and speech, in this study shows that language is one of the parameters in a child's development. Language and speech skills generally involve cognitive development, sensorimotor, psychological, emotional and bullying around the child. The spec of cognitive development is caused by the extrinsic factors of the environment, stimulus, communication and interaction that are less parental so as to affect the development of language and speech in BATITA.

Multivariate Analysis

variance dependent variables are obtained that the most influential influence on the growth of language and speech in Batita is socioeconomic status with a value of p value = 0.00 (p <0.05).

The results of yenny safitri research (2017) that of the 43 respondents whose toddler language development is appropriate, There were 21 respondents (45.7%) who

were socioeconomicly low. Then from the results of the analysis obtained the odds ratio (OR) value = 1,455 with confidence interval (CI 95%) = 0.6213,408, which means that toddlers with low socioeconomic only have a 1 time risk of developing toddler language compared to toddlers who have high socioeconomic.

From the results of multivariate analysts the very dominant factor towards language development and speaking to Batita is that low socioeconomic status will increase stress in the family, create psychological stress and affect the quality of interaction between parents and their children, thus affecting the child's development.

CONCLUSION

It can be concluded that the factors that influence language development and talk to the toddler that variables that are very influential to the development of bahsa and talk to toddlers is socioeconomicly Expected Health workers have an important role to provide counseling to parents about the importance of stimulation for the development of speech and language of toddlers on an ongoing basis The results of this study can be used as relevant references and help similar research related to the incidence of delays in speech and language development in toddlers.

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