

EFEKTIVITAS PEMBERIAN FLASH CARD PADA ANAK DENGAN SPEECH DELAY DI UPT PUSAT PELAYANAN REHABILITASI ANAK INANG MATUTU MAKASSAR

The Effectiveness of Flash Card Use in Children with Speech Delay at the UPT Center for Social Rehabilitation Services for Children Inang Matutu, Makassar

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ABSTRACT

Speech delay is a common developmental disorder in preschool children, potentially affecting their social and academic abilities. Flash cards are visual media tools often used in speech therapy to stimulate language acquisition. This study aimed to analyze the effectiveness of flash cards in improving speech among children with speech delay. This was a descriptive quantitative project with 10 children aged 3–5 years undergoing therapy at UPT Pusat Pelayanan Rehabilitasi Sosial Anak Inang Matutu Makassar. Flash card interventions were carried out over 2 weeks (3 sessions per week), and children's speaking abilities were assessed via pre- and post-tests. Results indicated significant improvements: expressive, receptive, and mixed speech delay categories showed a marked decrease. By the end of the study, 100% of participants responded very positively to the use of flash cards. In conclusion, flash cards are effective in improving speech in children with speech delay.

Keywords : flash card, preschool children, speech delay, speech therapy

ABSTRAK

Speech delay merupakan gangguan perkembangan yang sering terjadi pada anak usia prasekolah dan dapat memengaruhi kemampuan sosial dan akademik. Flash card adalah alat bantu visual yang digunakan dalam terapi wicara untuk merangsang kemampuan bahasa anak. Penelitian ini bertujuan untuk menganalisis efektivitas flash card dalam meningkatkan kemampuan bicara anak dengan speech delay. Penelitian ini menggunakan pendekatan kuantitatif deskriptif terhadap 10 anak usia 3–5 tahun yang menjalani terapi di UPT Pusat Pelayanan Rehabilitasi Sosial Anak Inang Matutu Makassar. Intervensi dilakukan selama 2 minggu (3 kali per minggu) dan kemampuan bicara diukur melalui pre-test dan post-test. Hasil menunjukkan peningkatan signifikan pada kategori gangguan bicara ekspresif, reseptif, dan campuran. Pada akhir terapi, 100% anak menunjukkan respons sangat baik terhadap penggunaan flash card. Disimpulkan bahwa flash card efektif dalam meningkatkan kemampuan bicara anak dengan speech delay.

Kata kunci : anak prasekolah, flash card, speech delay, terapi wicara

INTRODUCTION

Language development is a crucial aspect of a child's growth and development. However, not all children experience optimal language development. Some children experience speech delay, a developmental disorder that occurs when a child has difficulty reaching age-appropriate language milestones. According to the World Health Organization (WHO), approximately 5–10% of preschool-aged children experience speech delay. In Indonesia, the Chairperson of the Indonesian Speech Therapy Association (IKATWI) stated that

approximately 20% of children experience speech delay (Eka Putri et al., 2024). Research at Dr. Wahidin Sudirohusodo General Hospital in Makassar (2023) also showed that of 55 children aged 2–6 years who experienced speech delay, the majority were aged 3–4 years (43%), and 72.3% of them were boys (Muthmainnah et al., 2023). Speech delay can impact children's social, emotional, and academic development (Hutrika et al., 2024). Therefore, early intervention is crucial for children to catch up on language development. One form of language

stimulation that can be used is flashcards. Flashcards are an interactive visual medium and have been widely used in early childhood education. Research shows that flashcards can help children recognize new vocabulary and pronounce words more clearly (Febiola & Yulsyofriend, 2020; Ghaisani & Salam, 2022; Safitri et al., 2024). However, the empirical effectiveness of flashcards in the context of speech delay remains a matter of debate due to various factors such as intervention duration, delivery method, and the child's social environment (Smith et al., 2021). Furthermore, there is limited research specifically evaluating the use of flashcards for children with speech disorders. Therefore, further research is needed to prove their effectiveness as a therapy medium. The purpose of this study was to determine the effectiveness of using flashcards in improving speech skills in children with speech delay at Inang Matutu Child Social Rehabilitation Service Center in Makassar.

METHOD

Design, place and time

This study used a descriptive quantitative design based on an educational product project. The study was conducted at the Inang Matutu Makassar Child Social Rehabilitation Service Center, an institution that handles children with developmental disorders, including speech delays. The study lasted for four months, from February to May 2025, with activities divided into planning, intervention implementation (using flash cards), and evaluation of the results.

Number and method of taking subjects or materials and tools

The study subjects were 10 children aged 3–5 years who were diagnosed with speech delay and were undergoing routine therapy at the UPT. Subjects were selected based on inclusion criteria: children aged 3–5 years, identified as having a speech delay based on clinical evaluation or professional observation, willing to participate in flashcard therapy regularly, and without severe neurological disorders. Exclusion criteria were children with severe cognitive impairment or medical conditions that prevented them from participating in routine intervention. The study was conducted in several stages:

1. Pre-intervention (Pre-test): initial observation and measurement of children's speech abilities.
2. Intervention: use of flashcards for 2 weeks (3 times per week).
3. Post-intervention (Post-test): re-measurement of children's speech abilities.
4. Response evaluation: observation of children's

responses to flash card media.

RESULTS

Table 4.1

Respondents Characteristics by Gender and Age

Characteristics	Frequency (f)	Percentage (%)
Gender		
Male	9	90%
Female	1	10%
Age		
3 years old	3	30%
4 years old	4	40%
5 years old	3	30%
Total	10	100%

Based on Table 4.1, the characteristics of respondents by gender are known to be greater than the number of male respondents. There were 9 male respondents (90%), while there was 1 female respondent (10%). Respondent characteristics based on age were most common among respondents aged 4 years, with 4 respondents (40%). Meanwhile, respondents aged 3 and 5 years had the same number, namely 3 respondents each (30%).

Table 4.2

Expressive Speech Delay Conditions Before and After Flash Cards

Category	Before		After	
	(F)	(%)	(F)	(%)
Normal	0	0%	7	70%
Medium	1	10%	3	30%
High	9	90%	0	0%
Total	10	100%	10	100%

The expressive speech delay condition in Table 4.2, before the intervention, the most respondents were in the high expressive speech delay category with a total of 9 people (90%). For another 1 respondent (10%) had a moderate expressive speech delay condition. After being given the flash card media, the respondents' expressive speech delay condition began to decrease, where 7 respondents (70%) had a normal condition, while 3 others (30%) had a moderate expressive speech delay condition.

Table 4.3

Receptive Speech Delay Conditions Before and After Flash Cards

Category	Before		After	
	(F)	(%)	(F)	(%)
Normal	4	40%	9	90%
Medium	1	10%	1	10%
High	5	50%	0	0%
Total	10	100%	10	100%

The receptive speech delay condition in Table 4.3 shows that the receptive speech delay condition of respondents before the intervention was in the high category with a total of 5 people (50%). Meanwhile, there were 4 respondents (40%) who had a normal condition, and 1 other person (10%) had a moderate speech delay condition. After being given intervention using flash cards, the respondents' speech delay condition decreased, namely 9 respondents (90%) had a normal condition. Meanwhile, 1 respondent (10%) had a moderate receptive speech delay condition.

Table 4.4
Condition of Mixed Speech Delay Before and After Flash Cards

Category	Before		After	
	(f)	(%)	(f)	(%)
Normal	1	10%	8	80%
Medium	4	40%	2	20%
High	5	50%	0	0%
Total	10	100%	10	100%

The mixed speech delay condition in Table 4.4 shows that most respondents had a high mixed speech delay condition, with 5 respondents (50%). 4 respondents (40%) had a moderate mixed speech delay condition. Meanwhile, 1 respondent had a normal condition. After the intervention using flash cards, the mixed speech delay condition of the respondents decreased, with 8 respondents (80%) having a normal condition, while 2 others had a moderate speech delay condition.

Table 4.5
Children's Responses to the Use of Flash Cards in Three Observation Sessions

Category	Observation 1		Observation 2		Observation 3	
	(f)	(%)	(f)	(%)	(f)	(%)
Very Good	2	(20%)	6	(60%)	10	100%
Good	7	(70%)	4	(40%)	0	(0%)
Fair	1	(10%)	0	(0%)	0	(0%)
Poor	0	(0%)	0	(0%)	0	(0%)

Based on table 4.5, when flash cards were given in observation 1, 7 respondents (70%) responded positively to the media. Two respondents (20%) responded very positively, and 1 respondent (10%) responded moderately to the media. During observation 2, six respondents (60%) responded very positively to the flash cards. Meanwhile, four respondents (40%) responded positively to the flash cards. During session 3, all 10 respondents (100%) responded very positively to the flash cards.

DISCUSSION

The results of this study indicate that flashcards are effective in improving the speech abilities of children with speech delays. Prior to intervention, most children had high-level speech impairments, including expressive, receptive, and mixed speech. After two weeks of flashcard therapy, there was a significant decrease in the impairment category. Seventy to 90% of children showed improvement, with speech abilities falling within the normal range.

The effectiveness of flashcards in reducing expressive speech delay can be explained by the visualization of images accompanied by simple words, making it easier for children to understand and imitate the sounds of words. This aligns with research by Aisyah et al. (2022), which shows that the use of visual media can help enrich children's vocabulary and gradually improve verbal skills. Expressive speech disorders are generally characterized by limited vocabulary, difficulty forming sentences, and unclear pronunciation. By using flashcards, children are trained to repeat words and associate them with images, resulting in a repetitive learning process that strengthens memory and language production.

In the receptive aspect, there was an increase in children's understanding of verbal instructions. Before the intervention, children tended to be unresponsive or had difficulty understanding simple commands. After using flashcards, most children were able to recognize the meaning of words and understand the context of the images. This is supported by the findings of Siburiana et al. (2023), who stated that visual-based speech therapy can significantly improve children's receptive language comprehension. The attractive and familiar images on flashcards make children more interested and focused while learning.

Improvements also occurred in the mixed speech delay category, which is a combination of expressive and receptive disorders. After therapy, most children were able to express themselves and understand commands better. This supports the findings of research by Taqiyah & Mumpuniarti (2022), which stated that visual media intervention can simultaneously facilitate understanding and expressive language skills.

Children's positive responses to the use of flashcards also serve as an indicator of the intervention's success. Observations showed that all children (100%) responded very well to the media in the third session. This indicates that the children felt engaged, comfortable, and motivated when using flashcards. The visual appeal, bright colors, and direct interaction with the images made learning more enjoyable. Flashcards also encouraged active participation, making the therapy process more

effective.

The flashcards in this study were developed with content relevant to children's worlds, such as images of animals, fruit, and everyday objects, making it easier for children to recognize concepts and words used in real life. This differs from standard alphabet flashcards, which only display letters without engaging visual context. Therefore, the flashcards in this study provide added value because they integrate visual, verbal, and interactive elements in a balanced way.

This research aligns with previous studies showing that visual-based educational media plays a significant role in improving children's language development, particularly in children with speech delays. These results demonstrate that with the right methods and consistent delivery, children with speech delays can show progress.

CONCLUSION

This study shows that providing flash cards is effective in improving the speech skills of children with speech delays at the Inang Matutu Child Social Rehabilitation Service Center in Makassar. Prior to intervention, most children were in the high-speech disorder category. After two weeks of flash card therapy, significant improvements were seen in expressive, receptive, and mixed language skills. All respondents showed positive progress in the use of

this media, with excellent responses that increased with each observation session. Flash cards have proven to be an engaging, interactive, and enjoyable therapy tool for stimulating children's language development.

SUGGESTIONS

Based on the results of this study, it is recommended that parents and educators be more active in providing early language stimulation, particularly through visual media such as flashcards, which have been proven effective in improving the speaking skills of children with speech delays. The use of flashcards should be carried out routinely and in a structured manner at home and in therapy settings, taking into account the child's interests and needs to make the learning process more enjoyable and interactive. Furthermore, rehabilitation and educational institutions are expected to integrate flashcards into speech therapy programs as an alternative method that is inexpensive, easy, and effective. This study can also serve as a reference for future researchers to explore longer intervention durations or combine flashcards with other therapy methods to achieve more optimal results in treating speech delays.

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