

## Integration of Literacy Programs for Children With Language Disorders

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### ABSTRACT

*The integration of literacy programs for children with language disorders requires different actions than those for children in general. This study is qualitative research based on a narrative approach through literature studies. Literacy programs train student in reading, writing, listening, and speaking skills, as well as in using and listening to language in speaking, reading, and writing. Literacy programs for children with language disorders are different from literacy programs for normal children because children with language disorders related to speech mechanisms, such as dyslexia, alexia, or dysarthria, as well as children with psychogenic disorders, such as stuttering, spoiling, or effemination, require special care in language learning. To improve their abilities, literacy programs must begin at a habituation stage. These literacy programs include early literacy, early literacy, library literacy, media literacy, technology literacy, and visual literacy.*

*Keywords: Literacy, Language Disorders, Student Program Integration*

### I. INTRODUCTION

Language disorders arise due to abnormalities in the human brain; however, speech is an important part of the language process that perfects speech organs to convey ideas that have been processed in the brain. The language process can be likened to a computer process, namely, that initially all data are stored as an electronic password, which can be reused when needed. Mulyana and Nuryani (2020) stated that if there is a disruption in the relationship between one part and another, it will cause problems for humans themselves or language problems. Speech theory has been proposed by several experts, and it can be concluded that thinking is a type of speech behavior that begins with speech production (Nuryani and Putra, 2013). Language disorders will then be clearly visible when the child enters school. In particular, when entering elementary school, communication skills through language are greatly needed. These skills are required to interact with friends or to receive information provided by the teacher. Children with language disorders are clearly lagging behind in their development at elementary school age.

The development of children's language skills is closely related to literacy, because children should have the ability to understand and communicate using language, which is an important part of the early literacy process (Novrani et al., 2021). When talking about literacy, the term "literacy" is usually associated with a person's ability to read and write. According to Jacoby and Lesaux (2017), literacy includes an individual's ability to capture and understand linguistic principles, spell words correctly, and identify letters and related sounds. This ability allows people to actively participate in literacy efforts such as reading and writing, which helps them learn. Furthermore, Bloome et al. (2004) state that the definition of literacy is always changing and relative, which shows that the definitions in each country are different. However, Gee (2015) states that literacy is a continuous understanding of a single event. Gee (1989) defined literacy as an ability that includes verbal, cognitive, written, and reading skills. Various perspectives have converged to define literacy as the ability to use language to read, write, speak, and listen.

Literacy can be defined using three words literally: (1) the ability to read and write; (2) knowledge or skills in a particular field or activity, such as digital literacy; and (3) the ability to process information and knowledge for life's needs (Badan Pengembangan dan Pembinaan Bahasa, 2016). Written, audio, and visual sources are examples of sources that can be used for searching, processing, and utilizing information. Literacy is always related to language skills regardless of, the source. Therefore, it is very important for students to improve their language skills, both in regional, national, and foreign languages, both orally and in writing. A literacy program is an effort or activity that involves involving parents, community, and school residents to achieve lifelong education. This program will be aimed at many people, including children, students, educators, and others, because it can trigger interest in reading and writing, and then improve the ability to

understand science and express information that includes significant forms of effort in improving language skills (Suwandi, 2019).

Integration is the process of uniting or combining different elements into one. The process of integrating reading, writing, and arithmetic (numeracy) skills into the learning process is known as literacy program integration. The goal is to produce people who not only have extensive knowledge, but also critical, creative, and communicative thinking skills. The importance of literacy program integration lies in the fact that this program can help students understand more complex concepts, make them better able to connect information from various sources, and improve students' ability to think critically by encouraging them to analyze, evaluate, and synthesize information from various sources (Patmawati et al., 2023). The integration of literacy programs for children with language disorders requires different actions from children in general. The differences in these actions will be the focus of the author and will, be applied to further help children with language disorders in improving their abilities and understanding learning similar to other children.

## II. METHODS

This article is based on a narrative approach to analyze the literature and proposes relationships between existing theories to provide new and broader insights into these theories, so it can be said to be a qualitative study using a literature review approach. Literature reviews on literacy and language disorders have been conducted to formulate the right literacy integration for children with language disorders to improve their language skills.

## III. RESULTS AND DISCUSSION

### *Understanding Literacy Programs*

Experts have provided various definitions of literacy, and it can be concluded that literacy is the ability to use language to speak, read, write, and listen. One of the most important skills of the 21st century is literacy. This is in line with Jacoby and Lesaux (2017), who state that literacy is the understanding and comprehension of linguistic concepts, including the ability to write in letter form, identify letters and sounds, and spell words. Someone who has this ability can participate in literacy activities such as reading and writing to obtain education. According to Bloome et al. (2004), literacy can only change from one country to another, because of its relative and dynamic nature. Graff and Gee (2017) argued that literacy is a concept that cannot be separated from one phenomenon. The explanation for this further understanding shows that literacy is both relative and dynamic. Gee (2015) describes literacy as the ability to think, speak, read, and write.

Literacy includes various types of literacy, such as the ability to read and write, improve knowledge and skills, think critically to solve problems, and communicate effectively. These abilities enable people to develop and participate in community life (Tysara, 2023). Types of literacy are:

#### a. Reading Literacy

Learning to read is a skill that lasts a person's entire life. The ability to read refers to the ability to understand a text and find relevant words. Reading refers to the understanding and use of various types of text to achieve a goal. Reading is an act of expanding knowledge. Therefore, reading is defined as an act that explains the meaning and uses what is read. Children who have the ability to read are ready to participate in activities and use the knowledge gained from reading lessons.

Reading is not only done for the sake of reading, but also helps students improve their ability to understand and critique written discourse. Reading is part of the educational process, and education helps students improve their abilities and teach them to think rationally about what they have read, heard, and seen (Cahyani and Khasanah, 2016).

#### b. Writing Literacy

Writing, or literacy, is a creative process that conveys ideas and thoughts in one's mind in written form with a specific purpose. Writing is a way of thinking about words that are easier to understand and comprehend. As a medium of language communication (verbal), Writing uses written symbols (Yunus et al., 2016). In the education system, writing is a skill that is taught from a young age and will be useful when pursuing additional education. The capacity to spontaneously replicate and paint symbols is known as writing'. Writing skills must be practiced with perseverance. Storytelling techniques can be used to teach people to write.

Regarding the definition of writing, writing literacy should be interpreted as a process that aims to help students improve their writing skills. Teachers must teach students writing strategies appropriate to their stages in the process. By working together between teachers and students, writing literacy programs in schools can achieve satisfactory results. By working together, children's language skills do not develop. According to Abidin et al. (2018), the objectives of the writing literacy program are: 1) activities to understand texts; 2) the

writing literacy program is oriented towards students being able to think critically, solve problems, and creatively; and 3) equipping students with writing strategies to avoid difficulties when writing.

#### c. Listening Literacy

Listening has been in use since the beginning of this period. A sense of hearing is used to listen before reading, writing, or speaking. The passive receptive language of the sense of hearing is listening and listening intentionally or unintentionally, and being able to listen is the ability to listen and react to the content of the story, according to Tarigan et al. An individual must actively listen to vocal signals and information from others.

Listening is an important part of achieving learning goals, particularly in terms of language acquisition. In listening, sound and speech are very important for communication. According to Bromley in Anggraini (2019), the following factors influence a person's ability to listen: 1) listener factor, which is related to the level of understanding of the information that has been conveyed; 2) situational factors and situational factors are related to the child's environment to absorb information free from noise and sound interference; and 3) speaker factor, the speaker in terms of listening, means that the teacher must be able to convey information in various ways so that children can listen actively.

The purpose of listening is to understand information or oral messages delivered either directly or indirectly. Its purpose is to learn, evaluate, convey ideas, solve problems, and appreciate them.

#### d. Speaking Literacy

Language and speaking are different because speaking is a type of language in which articulation or words are used to convey meaning, whereas language is the way people communicate with each other. Speaking is a type of language that human recognize and use to express themselves. Speaking conveys ideas, thoughts, or the contents of one's heart using spoken language, so that others can understand it. Speaking ability, according to Brown and Yule in Puji Santosa, is the ability to verbally express language and sounds to convey feelings, ideas, or thoughts verbally (Karlina et al., 2018). Cognition and language are the two components that can affect early childhood speech.

### *Language Disorders*

Speaking is a motor act with psychic modality. Therefore, speech disorders are classified into two groups: disorders of speech mechanisms related to organic disorders and psychogenic speech disorders.

#### a. Speech Mechanism Disorder

The mechanism of speech produces speech (words) through the combined activities of the vocal cords, tongue, muscles of the oral cavity, esophagus, and lungs. Therefore, speech disorders can be classified as disorders of the lungs (pulmonary), vocal cords (laryngeal), tongue (lingual), and muscles of the oral cavity and esophagus (resonance). Examples of disorders include dyslexia, alexia, or dysarthria (Tanjung and Rosmawaty, 2024).

Symptoms of dyslexia include language disorders caused by the inability of children to understand and recognize words or sounds as a whole. For example, it is difficult to distinguish between letters b and d or letters p and q. A common cause of dyslexia is hormonal development of the fetus, which can occur because the child has experienced a serious illness, while in the womb, it is suspected that there is a process of brain development that is disturbed as a result of this condition. In addition, psychological factors can also have an effect owing to excessive parental or environmental pressure, which can worsen the condition.

Alexia speech delay can be identified by a child who seems quite proficient in writing, but has difficulty reading properly. Sometimes, the child is quite capable of combining the right words even though he does not have sufficient reading skills or combines the letters that have been spelled; speech does not sound like vowels and consonants because he speaks too quickly, and the sentences spoken are unclear.

Dysarthria, or stuttering, is generally unable to pronounce the letter "r" and sounds like "l," "y," "h," "I," or "w." However, the pronunciation of words without the phoneme /r/ is pronounced clearly. Dysarthria can be caused by a nerve disorder that effects the muscles that help when speaking. Usually, there is no communication disorder in children with stuttering or dysarthria in speaking, writing, or reading, but when pronouncing words containing the phoneme "r" when speaking, it sounds stuttering, slow, and unclear.

#### b. Psychogenic Disorders

This psychogenic speech disorder cannot be classified as a speech disorder. It may be more appropriate to call this a variation in the usual way of speaking, but one that indicates a mental disorder. Tone, intonation,

intensity of voice, pronunciation, and choice of words play significant roles in indicating a person's mental modality. Fluent or halting speech can indicate a speaker's mood.

These psychogenic disorders include spoiled, stuttering, and effeminate speech (Muzaiyanah, 2014). Spoiled speech is called because it looks like a child (person) who does it by asking for attention to be spoiled. One example is when a child falls, is injured, or has an accident. There was a change in the language. The phoneme or sound [s] is pronounced as the sound [c] so that the sentence "I'm sick, so I don't like to eat, that's it, okay" will be pronounced "Caya cakit, so I don't like to eat, that's it, okay." By speaking, he expresses a desire to be spoiled. We also found similar symptoms in elderly people with dementia or the elderly (usually women). Stuttering speech occurs because it often stutters and suddenly stops, and then repeats the first syllable and the next until it produces a complete sentence. Often, the speaker fails to pronounce the first syllable, with difficulty pronouncing the first consonant or vowel. He then chooses another word and manages to complete the sentence, although it is difficult. Speaking effeminate refers to excessive female behavior. The description intended by the term is clear if a man is of good character or behavior. Lip and tongue movements that attract attention and pronunciation that are done extra prominently or extra gracefully and extra elongated are signs of speaking effeminately. Speaking like this is not a disorder of language expression, but can be considered a phonological syndrome that indicates gender identity, especially in affected men.

#### *Integration of Literacy Programs for Children with Language Disorders*

Literacy programs affect literacy development, which is important for children's reading and writing development. At least five literacy components must be considered in the early childhood literacy development stage. The Ministry of Education and Culture's School Literacy Movement Task Force stated that the six literacy components are as follows:

- a. Early literacy, which is the initial stage of skill acquisition, includes the ability to listen, hear, communicate, and interact with images and home environment.
- b. Early literacy includes numeracy, listening, writing, and speaking skills as well as communication skills based on personal conclusions.
- c. Library literacy refers to the ability to understand written or research works as well as works of fiction and non-fiction.
- d. Media literacy refers to the knowledge of different types of media, such as print, electronic media (such as radio and television), digital media, and the Internet, as well as an understanding of the purpose of each.
- e. Technological literacy refers to the ability to understand various technologies and the purpose of their use.
- f. Visual literacy refers to the ability to understand information in a visual-audio format and communicate through reading.

Literacy can be conducted anywhere. A special plan must be made to achieve literacy in schools. The school community first sees and feels about the school's environment. For students to be motivated to be literate, their environment must be friendly and support literate learning activities. Schools can use wall magazines to display student work inside and outside the school room to support the development of a literacy culture. This will certainly provide a good picture of the school's commitment to the literacy movement and the development of literacy culture.

The literacy program consisted of three stages. First, people used to learn to read. Literacy activities for students at the familiarization stage are expected to foster interest in reading and writing, which is carried out within 15 minutes. Second, people must develop their literacy skills. The development stage is needed so that students' interest in reading is not lost. The development stage was before the learning application stage. It is hoped that students will master their reading skills at this developmental stage. Finally, people must attempt to apply literacy to their learning. At this point, students are automatically trained to apply a culture of literacy in the school environment (Kurniawan et al., 2019).

By reading storybooks with pictures, teachers can improve their children's language skills through habituation activities. During development, children can assess themselves to answer teacher questions, and in the learning process, children with speech delays can speak clearly. However, there must be a difference between children with speech delays and healthy children during the learning process.



Not all children have the same speaking abilities. Some children experience speech problems, such as delays in remembering vocabulary or pronouncing vocabulary, or psychological disorders that can cause speech disorders, such as shyness, fear, or even feelings inferior to friends. Children with language disorders are hampered from speaking because they cannot convey ideas, concepts, or self-expressions through words or sentences. In fact, the child understands what the person they are talking to is saying; however, he finds it difficult to articulate words through sentences.

Literacy programs for children with language disorders must be integrated into appropriate parenting patterns. For example, the influence of gadgets sometimes makes children lazy to learn to speak and communicate with others, and obstacles in their language development are due to parents not teaching their children enough to speak. This will certainly have a major impact on children with language disorders, so special actions are needed so that children with language disorders can improve their language skills. Parenting is the way parents act as a complex activity that involves many specific behaviors, individually or together, as a series of active efforts to influence their children. Sukmawati (2019) stated that the influence of devices on children's speech development can be explained as follows: a lack of desire to learn to speak to children, decreased concentration, decreased socialization, inhibition of language skills, and delayed cognitive development. Meanwhile, Gandana and Natalina (2019) stated that delays in children's language development not only have an impact on their academic and personal adjustments.

#### IV. CONCLUSIONS

Literacy is the ability to use and listen to language while speaking, reading, and writing. A literacy program was designed and implemented to train these abilities, which consisted of reading, writing, listening, and speaking literacy. Literacy programs for children with language disorders differ from children in general because children with language disorders with speech mechanisms, such as dyslexia, alexia, or dysarthria, or children with psychogenic disorders, such as stuttering, spoiled, or effeminate, require special treatment in language learning. To further improve the abilities of children with language disorders, a literacy program is needed that is carried out through stages of habituation, development, and application of integrated learning, as well as proper parental care. The literacy program consisted of early, beginning, library, media, technology, and visual literacy.

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