

Reading Aloud as a Language Intervention Strategy: A Case Study of Children with Functional Speech Delay at Rumah TIA Special Needs School in Sawahlunto City

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Abstract

Functional speech delays affect children's communication skills, necessitating appropriate language intervention. This study aimed to examine the effectiveness of reading aloud in improving the speech skills of children with speech delays. A qualitative case study approach was used, involving five children at the Rumah TIA Special Needs School in Sawahlunto City. The intervention was delivered over four weeks, three times per week, with structured sessions tailored to each child's needs. Data were collected through observation, interviews, and documentation, and were analyzed thematically. The results showed increases in vocabulary mastery, pronunciation accuracy, and verbal participation following the intervention. All participants showed positive development, with variations influenced by age and initial conditions. These findings indicate that reading aloud is an effective and practical language intervention strategy. This activity is recommended for routine implementation in schools and homes as a fun method of language stimulation to support children's communication development.

Keywords: reading aloud, speech delay, language intervention, child language development, case study

Abstrak

Keterlambatan bicara fungsional memengaruhi keterampilan komunikasi anak-anak, memerlukan intervensi bahasa yang tepat. Penelitian ini bertujuan untuk mengkaji efektivitas membaca dengan lantang dalam meningkatkan kemampuan bicara anak dengan keterlambatan bicara. Pendekatan studi kasus kualitatif digunakan, melibatkan lima anak di Sekolah Berkebutuhan Khusus Rumah TIA di Kota Sawahlunto. Intervensi diberikan selama empat minggu, tiga kali per minggu, dengan sesi terstruktur yang disesuaikan dengan kebutuhan setiap anak. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dan dianalisis secara tematik. Hasil penelitian menunjukkan peningkatan penguasaan kosakata, akurasi pengucapan, dan partisipasi verbal setelah intervensi. Semua peserta menunjukkan perkembangan positif, dengan variasi yang dipengaruhi oleh usia dan kondisi awal. Temuan ini menunjukkan bahwa membaca dengan lantang adalah strategi intervensi bahasa yang efektif dan praktis. Kegiatan ini direkomendasikan untuk pelaksanaan rutin di sekolah dan rumah sebagai metode stimulasi bahasa yang menyenangkan untuk menunjang perkembangan komunikasi anak.

Kata kunci: membaca dengan lantang, keterlambatan bicara, intervensi bahasa, perkembangan bahasa anak, studi kasus

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INTRODUCTION

Language skills are the primary foundation of a child's cognitive, social, and emotional development. Through language, children learn to interact, express themselves, and understand the world around them. However, not all children experience optimal language development. One common obstacle encountered in special education settings is functional speech delay, a condition characterized by limitations in speech production without associated neurological, sensory, or intellectual impairments (Papalia & Feldman, 2011). This condition can negatively impact a child's communication skills, social interactions, and academic achievement. As a form of language stimulation, reading aloud has been shown to enrich vocabulary, increase phonological awareness, and develop listening skills (Trelease, 2013). This activity allows children to learn language receptively and productively through direct interaction. Tarigan (1981) emphasized that listening and speaking are mutually supportive skills that need to be developed simultaneously. Several studies, including those by Isbell et al. (2004), Lonigan et al. (2008), and Whitehurst & Lonigan (1998), have demonstrated the effectiveness of reading aloud in improving language skills in early childhood. However, most of this research has been conducted with typically developing children in general education and has focused on outcomes rather than the learning process. Research on the impact of reading aloud on children with functional speech delays in special schools remains limited, particularly in Indonesia.

Special Needs School Rumah TIA Sawahlunto City is an educational institution that serves children with special needs, including those with speech delays. Initial observations at this school indicated that most children had difficulty expanding their vocabulary and pronouncing it correctly. However, after receiving an intervention consisting of structured reading-aloud activities, the children's language skills improved, particularly in vocabulary mastery and pronunciation accuracy. This study aims to explore further the impact of reading aloud on the language development of children with speech delays. Using a case study approach with five children, this study is expected to provide a comprehensive picture of the effectiveness of reading-aloud strategies in the context of special education. Although there has been extensive research on reading aloud to children, few studies have focused on children with speech delays, particularly in settings such as Special Needs School Rumah TIA in Sawahlunto City.

Furthermore, few studies examine in detail how reading aloud can improve not only vocabulary but also pronunciation accuracy in children of different ages and levels of delay. Children with functional speech delays generally experience difficulties in expressing ideas, needs, and emotions verbally. This has broad implications for children's social, emotional, and cognitive development. Therefore, language intervention is a crucial approach in the education of children with special needs, particularly those experiencing communication barriers. One simple yet effective intervention is reading aloud. Furthermore, the active role of teachers and parents in supporting reading aloud as part of language intervention has rarely been systematically studied. Previous studies have focused primarily on the effectiveness of interventions without exploring the direct involvement of key stakeholders in the child's learning environment.

Another limitation is the lack of research examining reading aloud in local contexts, particularly in Special Needs Schools in areas such as Sawahlunto City. Social, cultural, and student characteristics in Special Needs Schools can influence the effectiveness of implemented language interventions. No research has specifically



examined reading aloud as a language intervention strategy for children with functional speech delays in Special Needs Schools, particularly in Indonesia. The influence of reading aloud on language acquisition, verbal participation, and pronunciation accuracy extends beyond vocabulary development. The implementation of reading aloud is based on collaboration among teachers, children, and parents in local contexts, such as SLB Rumah TIA in Sawahlunto City, which faces its own sociocultural challenges. Qualitative analysis of the intervention process and the dynamics of children's responses is crucial, not merely a quantitative/statistical assessment of final results.

To further substantiate this approach, various studies indicate the crucial role of early interventions and parental involvement in mitigating speech delays. For instance, The necessity of early detection and intervention strategies, which, when effectively implemented, can lead to improved language development outcomes (Abidarda & Ridhani, 2022). Parents play an instrumental role; research illustrates that consistent parental stimulation through activities such as reading bedtime stories can significantly boost a child's language development (Hasanah & Nor, 2023). Moreover, the systematic application of Applied Behavior Analysis (ABA) techniques has demonstrated effectiveness in improving verbal communication skills among children with speech delays (Noorhayana, 2025). These methods indicate a collaborative role between educators and parents, enhancing the intervention's overall impact.

Given this gap, this study aims to assess the effectiveness of the reading-aloud strategy as a language intervention for children with functional speech delays at the Special Needs School Rumah TIA in Sawahlunto City. This study prioritizes a collaborative approach that actively involves teachers and parents, with a focus on observing the process, children's responses, and changes in language development during the intervention. Several previous studies have demonstrated the effectiveness of read-aloud strategies in improving the language skills of children with communication difficulties. For example, Yildirim & Aslan (2020) found that interactive read-aloud sessions significantly improved the vocabulary and language comprehension of preschoolers with speech delays, especially when supplemented with visual aids. Similar results were reported by Justice & Ezell (2002) in a meta-analysis, which confirmed the effectiveness of read-aloud interventions in improving vocabulary and language comprehension in children with language difficulties. Beals & Smith's (2019) study specifically highlighted that reading aloud to children with speech delays provides consistent language models and a safe communication environment, thus encouraging verbal participation. The alignment of these research findings with the study's context offers a strong foundation for exploring the implementation of this strategy in special education schools with unique local characteristics.

The findings of this study are expected to provide practical and theoretical contributions to the development of language learning and intervention strategies in special education settings in Indonesia. The primary contribution of this study is to provide field-based empirical evidence regarding the effectiveness of reading aloud in special education settings. Furthermore, the results of this study can serve as a basis for teachers, parents, and educational practitioners to integrate reading-aloud strategies into daily interventions at school and at home. This study not only replicates previous research but also offers a new exploration of how reading aloud works as an interaction-based language intervention strategy in special education settings, with a focus on process change and the collaborative role of teachers and parents.



METHOD

This research uses a qualitative approach with a case study design. A qualitative approach was chosen because it allows researchers to understand subjects' meanings, experiences, and processes in a naturalistic context without manipulating variables (Creswell, 2014). Case studies, as part of qualitative research, are used to examine a particular phenomenon in depth, in this case, the implementation of the read-aloud strategy as a language intervention for children with functional speech delays. According to Yin (2014), case studies are appropriate when researchers seek to understand contextual phenomena in greater detail, particularly processes, social interactions, and relationship dynamics occurring within the subjects' natural environments. This research is exploratory and descriptive, aiming to explore the intervention process and its impact on the development of children's speech abilities. Case studies provide researchers with opportunities to conduct intensive observations, record interactions in real time, and understand subjects' experiences from their perspectives (Merriam, 2009). With this approach, researchers focus not only on the final results but also on the dynamics of the learning process and interactions that occur during the intervention.

The study was conducted at Special Needs School Rumah TIA in Sawahlunto City. This special school serves children with various categories of special needs, including those with speech delays, who attend special classes separate from regular classes and have separate study hours. In individual classes, children who study are children under elementary school age. Special Needs School Rumah TIA used classes and teachers in this study with the research subjects being five children with functional speech delays, aged 5-8 years, who were selected purposively based on the criteria of experiencing functional speech delays (without severe sensory or neurological disorders), being able to interact limitedly with the surrounding environment, and parents providing written permission for the child's participation. Data were collected through several techniques, the first being participant observation, in which researchers conducted direct observations during reading aloud activities in class. The focus of observation was directed at children's verbal responses, attention to the story, and the number of spoken vocabulary before and after the intervention. Second, semi-structured interviews were conducted with teachers and parents to obtain data on the child's initial condition, changes in language behavior, and experiences during reading-aloud activities.

Third, documentation includes daily progress notes, video recordings of reading-aloud sessions, and results from the child's expressive language portfolio. According to Tarigan's (1981) language skills theory, reading aloud supports listening and speaking skills simultaneously. Children are trained to listen to sounds, intonation, and language structures. 2. Imitating sounds or words that are often repeated. 3. Using words learned in other communication contexts. This activity positions children as active participants in the language acquisition process, rather than merely as recipients of information. In other words, reading aloud bridges receptive skills (listening) with productive skills (speaking), especially for children with speech developmental disabilities.

This research was conducted in three main stages: 1) Initial stage (Pre-intervention). Researchers conducted initial observations of children's speaking abilities. Interviews with teachers and parents were conducted to obtain each child's background and profile. 2) The reading aloud intervention was conducted for four weeks, three times per week, with a duration of 20-30 minutes per session. The frequency and duration were based on child language intervention practice guidelines (Whitehurst & Lonigan, 1998;



Justice & Kaderavek, 2002), which emphasize the importance of repeated exposure and consistency. The storybooks used were adapted to the children's interests and mental age. Reading was done expressively, with intonation and facial expressions, and accompanied by visual images. Children were encouraged to imitate simple words, answer questions, and repeat important phrases. Light questions about the reading material were also asked. 3) Final stage (post-intervention) Re-observations were conducted to record changes in vocabulary and pronunciation accuracy. Follow-up interviews with teachers and parents were conducted to evaluate short-term results and impacts.

Data were analyzed using thematic analysis (Braun & Clarke, 2006), which involved transcription, repeated reading, coding, theme identification, and analysis and interpretation. For example, children's responses were coded into vocabulary mastery, pronunciation accuracy, and spontaneous responses. Numerical data, such as vocabulary size, were analyzed descriptively using percentage increases before and after the intervention. Data validity was maintained through triangulation of sources and techniques (Patton, 2002). Member checks were conducted by soliciting feedback from teachers and parents regarding the findings. Discussions with special education experts were also used to validate interpretations. All procedures were carried out systematically to enhance the credibility and objectivity of the research results.

RESULT AND DISCUSSION

Result

This study involved five children from the Rumah TIA Special Needs School in Sawahlunto City who were diagnosed with functional speech delays. The characteristics of each child showed variations in symptoms and levels of delay. The first child (A1), a 3-year-old boy, was able to say only one to two simple words and primarily used gestures to communicate. The second child (A2), a 5-year-old girl, had a limited vocabulary and unclear articulation, but showed an interest in children's songs. The third child (A3), a 5-year-old boy, showed slow verbal responses and often repeated words without context. The fourth child (A4), a 7-year-old boy, had less than 20 active vocabulary words and had difficulty naming objects, but began to show interest in picture books. The fifth child (A5), a 7-year-old girl, spoke in single-word phrases and demonstrated weak articulation, but was cooperative during story-reading activities. These five children were the focus of this study because they represent the profile of children with non-organic language impairments, which are quite common in special schools but have not been studied in the context of visual-verbal learning-based interventions such as reading aloud. The five children were selected based on the results of initial assessments conducted by teachers and supported by information from parents. These children demonstrated consistent improvement and active participation in all sessions.



Table 1.
 Initial Condition of Children with Speech Delay

Child Code	Age	Gender	Initial Conditions of Delay	Additional information
A1	3	Man	Just say 1-2 simple words	Frequent use of non-verbal cues
A2	5	Woman	Limited vocabulary, unclear pronunciation	Like listening to children's songs
A3	5	Man	Slow response to questions	Often repeats words incorrectly
A4	7	Man	Vocabulary <20 words, not yet fluent in naming objects	Has started to show interest in picture books
A5	7	Woman	Speaking in one-word phrases, articulation is unclear	Cooperative during story reading

These five children participated in an intervention in which they read aloud three times per week for four weeks. Each session lasted approximately 20-30 minutes, with a 15-minute opening and 10-minute closing. Picture storybooks tailored to the children's ages and interests served as the core of the activity.

The sequence begins at 1. Pre-Activity: Language Preparation and Warm-up, children are invited to sit in a circle in a relaxed atmosphere. The teacher opens the session with an opening song or applause. The teacher shows a picture of a storybook cover and invites the children to name objects or characters they recognize. Light dialogue is used to elicit interest and familiarize children with making sounds. 2. Core Activity: Reading Aloud The teacher reads a picture story with an expressive voice, clear intonation, and slow pronunciation. While reading, the teacher points to illustrations and essential words in the book. The teacher pauses at specific points to ask the children, "Who is this?" "What is this doing?" Ask the children to repeat simple words or phrases. Provides word choices (e.g., "Is this a cat or a chicken?").

The teacher uses visual cues and body language to clarify meaning. Children are encouraged to repeat newly introduced sounds, words, or short sentences. Children receive praise or positive feedback each time they attempt to speak. 3. End of Activity: Reflection and Light Evaluation. The teacher invites the children to pronounce the newly introduced vocabulary. Simple language games, such as naming objects in pictures, are used. The teacher records the child's verbal responses throughout the session (using an observation sheet). The session concludes with a closing song or a group greeting. Characteristics of this intervention include storybooks with brightly colored illustrations, simple text, and topics relevant to the child's life (e.g., animals, food, family). The teacher serves as an active language model, not merely a reader. This intervention does not force the child to speak but instead provides a safe space for verbal expression. Every small development in verbal expression is recorded and analyzed (number of words, speaking confidence, responses to questions, etc.).

Observational results showed that, following the intervention, children increased the number of words they used in communication. All children demonstrated an increase in speaking ability, as evidenced by increased word count, vocal boldness, word



combinations, and verbal responsiveness. The read-aloud strategy had a positive effect on stimulating expressive language, especially when combined with visualization (pictures), the teacher's expressive intonation, and repetition. Each child showed different progress depending on their age, interests, and initial conditions. The findings are as follows: 1. Child A1 (Male, 3 years old). Initial condition: Only said 1-2 simple words, using many non-verbal cues. Development during the intervention: Weeks 1-2: Still predominantly using gestures, but began to pay attention to the teacher's pronunciation. Week 3: Started to imitate the sound of the last syllable of the teacher's sentence.

Week 4: Has been able to say 5-7 new words, such as "cat", "ball", "eat", with limited pronunciation but understood by the teacher. The child showed increased pronunciation boldness and verbal engagement, although these remained limited. Child A2 (Female, 5 years old). Initial condition: Limited vocabulary, unclear pronunciation, likes listening to songs. Progress during intervention: Week 1: Shows high enthusiasm in listening to stories; responds with one word, such as "yes", "no". Week 2-3: Often repeats words from stories spontaneously, although not clearly. Week 4: Able to say 2-3 words in sequence (e.g., "mother eats rice"), although articulation is not yet perfect. The child readily absorbs new vocabulary and demonstrates improvement in word combination. Child A3 (Male, 5 years old). Initial condition: Slow in responding to questions, likes to repeat words inappropriately (echolalia). Progress during intervention: Week 1: Only repeats the ending sound of words (e.g., "-ta" from "story"). Week 2: Can respond to simple questions with choices (e.g., "Is this a chicken or a cat?" - answer: "cat"). Week 4 Echolalia decreases, the use of meaningful words in context appears (e.g., "play ball", "this is a book"). Improved language comprehension and ability to respond contextually. Child A4 (Male, 7 years old). Initial condition: Vocabulary <20 words, not yet fluent in naming objects, only interested in books. Progress during intervention: Week 1-2: Says one word when asked (e.g., "fish", "car"). Week 3: Starts to say two words spontaneously when looking at pictures (e.g., "cat is sleeping"). Week 4: Can already make simple sentences (e.g., "this is mom cooking"). Responses increased rapidly after week 2, especially due to interest in story pictures. Child A5 (Female, 7 years old). Initial condition: Speaks in one-word phrases, unclear articulation, cooperative during stories. Progress during intervention: Week 1: Answers with one word, follows the story well. Week 2: Has started to imitate the teacher's expressions such as "buy bread", "new clothes". Week 4 Uses 3-4 words in one sentence, although still inconsistent.

Table 2.
Summary Comparison of Initial and Final Vocabulary Gain

Child Code	Beginning Vocabulary	Final Vocabulary	Percentage Increase
A1	5	12	140%
A2	12	26	116%
A3	9	22	144%
A4	18	39	116%
A5	15	35	133%

The most significant increase occurred in A3, which rose by up to 144% after receiving a repeated story accompanied by pictures. In addition to vocabulary quantity, improvements were also seen in pronunciation accuracy. Children began to imitate



intonation, pronounce final consonants, and clarify articulation. For example, A1, who initially said only "mam," began to say "mama." A5, who initially said "ba" for "ball," could now say "ball" more clearly after the third week.

Discussion

These findings align with Trelease's (2013) view that regular reading aloud can enrich a child's vocabulary, improve attention, and strengthen the connection between words and images. Expressive and consistent reading aloud, with engaging book selection and strong visuals, encourages children to imitate, understand, and ultimately use words that were previously passively stored in their memory. The study found that 5- and 7-year-old children showed more significant improvement than 3-year-old children. This aligns with Vygotsky's (1978) theory of language development, which emphasizes the importance of the zone of proximal development, in which older children are more ready to receive and imitate language from their environment. However, 3-year-old A1 also showed progress, although still limited to simple words. The results of this study indicate that reading aloud interventions have a positive impact on the expressive language development of children with functional speech delays. These findings align with research by Beals & Smith (2019), which confirmed that reading-aloud activities can facilitate language development in children with speech disorders by providing consistent language models and a safe communication environment.

The increased vocabulary and pronunciation accuracy of the children in this study are supported by research by Wilkinson & Houston-Price (2013), who reported that direct interaction through reading aloud, especially with visual and expressive support, effectively stimulates the receptive and productive language skills of children with communication disabilities. Theoretically, these findings support Vygotsky's (1978) view of the zone of proximal development, in which social interaction with educators or other adults can accelerate the development of children's language skills. In this context, the teacher, as the storyteller, serves as the primary mediator of language development by creating a responsive and supportive learning environment. In terms of practical application, these research findings are also supported by a study by Yildirim & Aslan (2020) in the *Early Childhood Education Journal*, which reported that interactive read-aloud sessions significantly improve the language skills of children with speech delays, particularly when repeated and supported by visual media.

These findings are highly relevant to the implementation of interventions at the Rumah TIA Special Needs School, where story reading is combined with pictures and dialogue. Furthermore, the results of this study reinforce those of a meta-analysis by Justice & Ezell (2002), which concluded that read-aloud-based interventions are effective in improving the vocabulary and language comprehension skills of children with language barriers across various educational contexts, including small-group settings such as special-needs schools. From a national perspective, Yusuf's (2011) study emphasized the importance of a language-stimulation-based approach tailored to the needs of children with special needs, including the read-aloud method, delivered in an interactive and engaging atmosphere.

In addition, Wong et al.'s (2015) study, which focused on evidence-based practice in the education of children with special needs, showed that strategies that actively involve children and their immediate social environment were more effective in improving communication skills than conventional methods. The results of this study also



emphasize the importance of a collaborative approach between teachers and parents in the intervention process, as Zweig & Rubin (2015) state that parental involvement in reading-aloud activities has a significant impact on the language development of children with communication disorders. The findings of this study are consistent with empirical evidence and prior research syntheses that support the effectiveness of read-aloud activities as a language intervention. For example, Justice & Ezell's (2002) meta-analysis showed that shared storybook reading-based interventions consistently increase vocabulary and language comprehension in children with language difficulties; the primary mechanism proposed is repeated exposure to words and language structures in meaningful contexts, along with opportunities for repeated verbal responses. Our results increased vocabulary size and verbal participation after four weeks of repeated treatment. supports the claim that consistency and repetition are key factors in facilitating the transfer from reception (listening) to production (speaking). (Justice & Ezell, 2002).

Empirical studies examining read-alouds in groups of children with speech delays also provide relevant mechanistic support. Yildirim & Aslan (2020) reported that interactive, visually enhanced read-aloud sessions increased vocabulary recognition and children's engagement; this finding is consistent with our results, which show more rapid progress among children who exhibit visual interests (e.g., A4). Furthermore, Beals & Smith (2019) emphasized the role of educators as consistent language models and the importance of a safe communication environment to foster speech initiation in children with speech delays, a point reflected in our practice of teachers providing praise, structured repetition, and visual support during sessions. Practically, this evidence suggests that read-alouds designed to be interactive (rather than passive) and enriched with multimodal elements (e.g., pictures and expressive intonation) will provide optimal opportunities for children to imitate and internalize new speech forms (Yildirim & Aslan, 2020; Beals & Smith, 2019).

From a developmental theory perspective, these findings can be explained by Vygotsky's (1978) concept of the zone of proximal development: directed social interaction (the teacher as mediator) allows children to move from actual to potential abilities through timely linguistic scaffolding. Wilkinson & Houston-Price (2013) highlighted that adult involvement in reading aloud through modeling pronunciation, pausing, and sequenced questions accelerates phonological processing and vocabulary acquisition in children with language difficulties. In our study, expressive intonation, pauses for imitative practice, and prominent visuals served as appropriate forms of scaffolding for children with FSD, thereby facilitating improvements in pronunciation accuracy and word combinations.

Finally, several studies have emphasized the importance of collaboration between school and home in maintaining and enhancing intervention effects (Zweig & Rubin, 2015). Our results, which show variation in the rate of progress between children, emphasize that intervention effectiveness depends not only on the method (read-aloud), but also on consistency of implementation, environmental support, and caregiver involvement. Therefore, practical recommendations emerging from this theoretical and empirical study are: (1) designing interactive and multimodal read-aloud sessions, (2) training teachers and parents to provide consistent scaffolding, and (3) scheduling an adequate frequency of repetition to maximize learning transfer in children with FSD (Justice & Ezell, 2002; Zweig & Rubin, 2015; Yildirim & Aslan, 2020).



Several factors supporting the success of this intervention include the child's emotional engagement. Touching or humorous stories can increase children's interest, especially when the book is appropriate for their age and needs. This is also supported by attractive pictures that provide strong visualizations, with illustrations in the book that strengthen word comprehension. Furthermore, repetition and expressive intonation in reading aloud facilitate children's recognition of word sounds. The comfortable and child-friendly atmosphere during the intervention also contributes to the child's achievement. Although the results were positive, several obstacles arose, including the child's easily distracted attention when the session was too long. It took longer for the child to adapt to and engage with the learning environment when they were in a bad mood, and they tended to be passive. The five children in this study differed in their basic abilities, resulting in uneven rates of improvement. Based on the data obtained, reading-aloud activities have been shown to stimulate language development in children with speech delays. This approach serves not only as an educational tool but also as a fun social communication medium. This reaffirms the importance of interaction-based learning strategies and multisensory stimulation in special education.

CONCLUSION

Based on research conducted with five children with functional speech delays at the Rumah TIA Special Needs School in Sawahlunto City, it can be concluded that reading aloud has a positive impact on children's language skills. Structured and consistent reading-aloud activities contribute to increasing children's word use, particularly in object and daily activity vocabulary. Improve the accuracy of word pronunciation, including articulation, intonation, and syllable clarity. Increase children's attention and interest in verbal communication, particularly when picture storybooks are read with expression. Encourage more active social interactions, as children begin to imitate speech and respond to reading with verbal participation. This research shows that reading aloud is not only a simple learning method but also an effective, inexpensive, and easy-to-implement language intervention tool, both in special schools and at home. The learning process takes place in a fun and stress-free environment, allowing children to learn naturally within their zone of maximum development. Thus, reading aloud is not only a literacy activity but also an inclusive, inexpensive, and easy-to-implement intervention tool to improve the speaking skills of children with language barriers.

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