DIJEMSS: Dinasti International Journal of Education Management and Social Science
E-ISSN: 2686-6331
P-ISSN: 2686-6358
DINASTI PUBLISHER
https://dinastipub.org/DIJEMSS dinasti.info@gmail.com +62 811 7404 455

DOI: https://doi.org/10.38035/dijemss.v7i1.5590
https://creativecommons.org/licenses/by/4.0/
Received: 11 September 2025 | **Revised:** 23 September 2025 | **Accepted:** 22 October 2025

Teacher-Student Interaction in English Language Learning: A Case Study of A Fourth-Grade Student with Speech Delay at Binari Green School

Rahmawati[1], Syarifa Rafiqa[2], Juhana[3]
[1]Master of English Education, Teacher Training and Education, Universitas Terbuka Tarakan, Indonesia, rrahmawati2497@gmail.com
[2]Master of English Education, Teacher Training and Education, Borneo Tarakan University, Indonesia, rafiqa@borneo.ac.id
[3]Master of English Education Program, School of Postgraduate Universitas Terbuka Tarakan, Indonesia, juhana@ecampus.ut.ac.id

Corresponding Author: rrahmawati2497@gmail.com[1]

Abstract: This study aims to describe the forms of interaction between teachers and 4th-grade students with speech delay in English language learning, analyze the influence of such interactions on students' speaking abilities, and identify the instructional challenges faced by teachers in inclusive classrooms. A qualitative case study approach was employed at Binari Green Primary School in Tarakan, North Kalimantan. The subject was a 10-year-7-month-old male student diagnosed with speech delay by a psychologist. Data were collected through classroom observations, semi-structured interviews, documentation, and pre- and post-assessments. The findings revealed that teacher-student interactions were consistent and supported by multimodal strategies such as visual aids, modeling, guided questioning, and collaborative activities. These structured interactions positively influenced the student's oral English proficiency by reducing affective barriers, enhancing confidence, and providing necessary scaffolding. However, challenges were encountered, including limited verbal responses, public speaking anxiety, and the need for individualized teaching approaches. The study concludes that fostering inclusive, adaptive, and student-centered interactions is crucial for promoting English language development in students with speech delay.

Keyword: Teacher-Student Interaction, Speech Delay, English Language Learning, Inclusion, Case Study

INTRODUCTION

English language learning at the 4th-grade level focuses on developing foundational skills that enable students to communicate more effectively in oral and written forms. The learning outcomes for the English subject, as outlined in the Head of BSKAP Decree No. 032/H/KR/2024, state that at the 4th-grade level, students begin to develop more complex English language skills, including speaking, listening, reading, and writing. They can generally understand simple instructions, respond to questions with longer sentences, and read short texts with better comprehension. Additionally, they start writing simple sentences and paragraphs

using a broader vocabulary. However, not all students progress at the same rate. Some face specific challenges that interfere with their ability to learn English effectively-one of which is speech delay.

Speech delay refers to a delay in speech development compared to peers of the same age. According to Abugharsa (2024), speech delay is characterized by a pattern in which children experience difficulties in verbal communication, often due to a limited vocabulary or a slower rate of speech development compared to their peers. This condition can affect overall communication skills, including learning a foreign language such as English. Children with speech delay often struggle to process and express words, impacting their listening, speaking, reading, and writing skills in a second language. Therefore, understanding the challenges faced by students with speech delay in learning English is crucial for implementing appropriate teaching strategies.

In line with this, according to *Early Support for Children, Young People, and Families*, as cited by Fauzia et al., signs of speech delay include a lack of response to sounds, delayed development, limited interest in communication, difficulty understanding instructions, and unusual pronunciation of words or sentences compared to peers. Children with speech delays also tend to be difficult to understand, even by their own family members, and struggle with comprehending adult speech, socializing, playing, and learning, including in language and mathematics (Fauzia et al., 2020).

Furthermore, speech and language delays affect approximately 6-7% of children when they enter school and can impact various aspects, such as vocabulary comprehension, grammar, meaning expression, sound production, speech fluency, and the use of language in social contexts (Boyle, 2011). This indicates that such delays can hinder a child's ability to communicate effectively and integrate language into daily activities.

In the context of English language learning in 4th grade at Binari Green Primary School, teacher-student interaction plays a vital role in language skill development. However, one student with a speech delay in the class experiences difficulties in understanding lessons and communicating. This student takes longer to respond to questions, requires instructions to be given slowly, and struggles to construct sentences verbally. Observations indicate that the student has low participation in speaking activities and tends to give short answers. Evaluations also show that this student scores lower in speaking and writing skills compared to peers.

This situation requires teachers to create a more inclusive learning environment by implementing effective communication strategies. Therefore, this study aims to describe the forms of interaction between teachers and students with speech delay in English language learning, analyze the impact of these interactions on the student's language development, and identify challenges faced by teachers in this process. By understanding these dynamics, this research is expected to provide insights for teachers in designing more suitable strategies to support English language development in students with speech delay.

Previous studies have explored various strategies used by teachers to support language development in children with speech delay. For example, research by Mariam and Rahayu (2024) found that the role of the teacher is very important in providing stimulation, guidance, support and motivation to children who experience speech delays so that they can develop their language skills optimally. Some strategies that teachers can use include identifying children who experience speech delays, adjusting learning methods and media, providing positive feedback, encouraging children's participation in class activities, and collaborating with other parties. Another study by Fajri (2019) at PAUD Terpadu Bunda Tami showed that the use of educational learning media, clear articulation modeling, and group learning effectively stimulated children's speaking abilities. Meanwhile, research by Pramesta and Setiawan (2023) revealed that providing appropriate stimuli, using varied teaching methods, and collaborating with parents can enhance social interaction and speaking skills in children with speech delay.

However, most previous research has focused more on general teaching strategies for handling children with speech delay at the preschool and elementary school levels. Additionally, previous studies tend to highlight teaching methods without specifically discussing teacher-student interaction in English language learning. Therefore, this study offers a new perspective by exploring in-depth the interaction between teachers and students with speech delay in the context of English language learning in 4th grade. The focus on foreign language learning adds complexity to this research, as children with speech delay generally face greater challenges in acquiring a foreign language compared to their native language. Thus, this study also aims to identify specific challenges faced by teachers in teaching English to students with speech delay, an aspect that has rarely been examined in previous research.

METHOD

Research Design

This study adopts a qualitative case study approach to explore the patterns of teacher-student interaction in English language learning for a fourth-grade student with speech delay. A case study method is selected for its ability to provide an in- depth, holistic understanding of the complex dynamics between the teacher and student within their natural learning environment.

This approach allows for detailed observation and analysis of teaching strategies, communication patterns, and learning outcomes, while also taking into account the unique context of inclusive education at Binari Green Primary School. By focusing on real-life interactions, this study aims to provide valuable insights into the dynamics of teacher-student relationships in an inclusive classroom setting. This case study is specifically structured to address three main research objectives:

1. To describe teacher-student interactions:
   a. Detailed observation of interaction patterns during English lessons
   b. Documentation of verbal and non-verbal communication
   c. Analysis of teaching strategies and student responses
   d. Recording of support methods used
2. For Analyzing Impact on English Language Ability:
   a. Tracking student's language development progress
   b. Documenting changes in participation and engagement
   c. Recording improvements in communication attempts
   d. Analyzing correlation between specific interactions and learning outcomes
3. For Identifying Teaching Challenges:
   a. Recording difficulties encountered during instruction
   b. Documenting adaptation strategies
   c. Analyzing effectiveness of various teaching approaches
   d. Identifying resource and support needs

Source of Information and Selection of Informants

This study utilizes purposive sampling to select informants who can provide valuable and relevant insights into the research focus. Purposive sampling is a method of selecting data sources based on specific criteria and considerations. It relies on the researcher’s judgment to identify samples that are most suitable for achieving the study’s objectives (Sulistiyo, 2019: 37).

For this study, data was gathered from Grade 4 at Binari Green Primary School in Tarakan, North Kalimantan. The key informants are carefully selected to provide diverse perspectives relevant to the research topic. These informants include the English language teacher who regularly teaches the student with speech delay and the fourth-grade student characterized with speech delay.

Research Instruments

In qualitative research, the researcher is the primary instrument for data collection, supported by additional tools to ensure depth and reliability. This study used four main instruments:

1. Observation – Field notes documented classroom interactions, student engagement, teacher strategies, and environmental factors affecting a student with speech delay.
2. Semi-Structured Interviews – Guided interviews with the English teacher and the student provided in-depth insights while allowing flexibility for follow-up questions.
3. Documentation – Student records, lesson plans, and background context.
4. Pre and Post Assessments – Modified tests measured changes in the student's transport vocabulary, sentence construction, and communication skills (pronunciation, intonation, and fluency) before and after the observation period.

Together, these instruments provided a comprehensive understanding of teacher-student interactions and their impact on language development in a fourth-grade student with speech delay.

RESULT AND DISCUSSION

The forms of interaction that take place between teachers and 4th-grade students with speech delay in the context of English language learning

Previous studies in inclusive English language teaching (ELT) have predominantly focused on general strategies for students with learning disabilities, with limited attention to the micro-level interaction patterns specifically tailored for learners with speech delay. Most existing research emphasizes curriculum adaptation or resource allocation without delving into the nuanced, moment-to-moment exchanges between teachers and students that shape language acquisition in inclusive settings. This study addresses this gap by providing a detailed account of how structured, visual, and peer-mediated interactions function as linguistic and emotional scaffolds for students with expressive communication barriers. By documenting these classroom practices in real time and aligning them with established and emerging theories, the research contributes a novel perspective to the field of inclusive ELT—one that centers the lived experience of the learner rather than general principles of inclusion.

The findings of this study reaffirm and extend established theoretical perspectives on language development, emphasizing that teacher-student interaction plays a critical role in fostering communicative competence among students with speech delay. This aligns with Hammond (2001) who expands on Vygotsky's sociocultural theory by emphasizing contingent scaffolding—timely, responsive teacher actions that adjust to student needs. In this study, the teacher's structured routines, modeling, visual aids, and collaborative tasks illustrate such responsive scaffolding, catering to the linguistic limitations of the learners.

Interestingly, the structured greeting rituals and repetitive classroom routines observed not only align with ZPD theory but also illuminate an underexplored dimension of predictability as a cognitive scaffold for students with speech delay. For these learners, who often experience anxiety or cognitive overload in unpredictable situations, consistent routines provided a secure communicative framework that reduced stress and facilitated participation. This is exemplified by the behavioral shift of Student D, who transitioned from a passive observer to an active participant within a predictable instructional setting. This suggests that for students with speech delay, the ZPD may be narrower and more sensitive to environmental stability, thus requiring more systematic and nuanced scaffolding than for their typically developing peers.

The integration of multimodal instructional strategies in this study validates Mayer's Cognitive Theory of Multimedia Learning (2005)—an extension of Paivio's earlier dual coding theory—which asserts that information is better retained when presented through both verbal and visual channels. While previous research has shown that dual coding enhances

comprehension in general education, this study reveals that for students with speech delay, visual supports act as compensatory tools—not merely supplementary ones. The teacher's intentional use of picture cards, real objects, and written prompts did not just facilitate understanding; they provided alternate expressive pathways, enabling students to communicate even when verbal output was limited. Thus, dual coding in this context functioned as an accessibility mechanism, highlighting the need for inclusive pedagogical frameworks that prioritize multimodal expression over traditional speech-centric models.

This reframing is crucial in recognizing that visual modalities are not simply aids but primary modes of communication for some learners. Such a shift in perspective aligns with inclusive education principles and demands that educators consider multiple representations not as enhancements, but as essential instructional elements tailored to diverse learner profiles.

The study also contributes important insights into the significance of peer interaction, which aligns with Bandura's Social Learning Theory but pushes its application further by highlighting peer interaction's unique socio-emotional benefits for students with speech delay. While Bandura emphasized modeling and imitation as central to observational learning, this study shows that peer-mediated activities such as surveys and group games served as anxiety-reducing platforms, fostering increased willingness to engage in verbal communication. Student D's preference for interacting with peers over the teacher reflects a restructuring of the communicative hierarchy, where peer contexts created a more egalitarian and less intimidating environment. Moreover, the observed impact of peer interaction on student engagement invites a reconsideration of classroom power dynamics in inclusive settings. More recent applications such as Wentzel and Watkins (2002) and Mercer & Littleton (2007) suggest that peer dialogue offers both cognitive and emotional support in collaborative settings. This study affirms those findings, showing how peer-mediated activities reduce anxiety and promote verbal risk-taking, especially when teacher-student interactions are perceived as evaluative. Peer collaboration thus emerges not only as a scaffold but a rebalancing of classroom power dynamics, consistent with Cummins' (2001) assertion that empowering students linguistically requires reducing asymmetrical power relationships in the classroom. In this light, peer collaboration serves not only as a linguistic scaffold but also as a socio-political tool that enables students with speech delay to exercise agency in their own learning process. Moreover, this study deepens that peer interaction not only lowers affective filters but also redistributes communicative authority, allowing students to experience interactions that feel more collaborative than evaluative. This relational symmetry may be especially important for students who perceive teacher interactions as high-stakes or stressful, thereby positioning peer-based interaction as both socially and linguistically liberating.

Furthermore, the findings align with Cohen's (2011) call for modified interactional strategies, yet go beyond by illustrating that the source of interaction (peer vs. teacher) fundamentally alters the learning dynamics for students with speech delay. In peer settings, communication becomes less about performance and more about participation, opening new avenues for inclusive instructional design.

Lastly, the study underscores the importance of non-verbal and multimodal communication—including gestures, facial expressions, eye contact, and body movement—as essential tools for bridging linguistic gaps. This is consistent with findings from Zhukov (2013) and Husna et al. (2015), who emphasized that non-verbal modes can facilitate interaction where verbal abilities are limited. In the observed classrooms, these non-verbal cues were not only used by the teacher but also mirrored by students, indicating the development of shared semiotic systems that supported mutual understanding. This highlights the need for educators to value and cultivate non-verbal communicative forms, particularly in inclusive classrooms where language abilities vary widely.

How teacher-student interaction influences the oral English proficiency of students

Factors influencing interaction quality were also evident in this study, such as teachers' understanding of student needs, the readiness of teaching media, and students' emotional states. These factors significantly shaped the effectiveness of classroom interaction, supporting Ajmal et al. (2022), who emphasized that teachers' communication skills, a supportive classroom environment, and available resources are critical to fostering meaningful engagement. In line with this, the observed teacher-student interactions in this study were marked by responsiveness, scaffolding, and emotional attunement—demonstrating how pedagogical sensitivity contributes to more inclusive participation.

The findings further reinforce the role of inclusive education in accommodating diverse learner needs. Inclusive principles such as accessibility, individualization, and full participation were reflected in the teacher's practices—adjusting task duration, offering visual aids and prompts, and designing collaborative learning opportunities. These strategies align with the frameworks proposed by Kumari (2022) and JakulinPh et al. (2023), who assert that inclusive education must prioritize adaptation and collaboration to create equitable learning experiences for all students, particularly those with communication challenges.

One of the most significant and revelatory findings of this study is the marked disparity between Student D's written performance (94%) and oral presentation ability (56%). This discrepancy highlights a fundamental challenge in how language competence is typically conceptualized and assessed for learners with speech delay. Traditional language development theories often assume a linear progression from receptive (listening and reading) to expressive (speaking and writing) skills. However, this study suggests that for students with speech delay, receptive and expressive modalities may develop asynchronously or in parallel rather than sequentially. This calls into question the assumptions underlying both curriculum design and assessment models.

The implications are profound: the high written performance of Student D indicates that expressive language competence can manifest strongly in non-verbal or non-oral forms, a fact that standard oral-centric assessments may overlook. As a result, current assessment practices risk underestimating the abilities of students with speech delay, perpetuating a deficit view that may hinder appropriate support or recognition. This echoes the arguments of inclusive education scholars who advocate for a broader, more differentiated understanding of competence (e.g., Florian & Black-Hawkins, 2011), where assessment is not merely about standardization but about responsiveness to learner diversity.

To advance inclusive education meaningfully, assessment accommodations must move beyond logistical support (e.g., extra time) and instead reflect a reconceptualization of what it means to "know" and "communicate" in the classroom. This includes recognizing writing as a valid and equally valued form of expression for students with speech difficulties, integrating multimodal assessment tools, and training educators to interpret competence beyond oral fluency. Such shifts would not only honor the diverse cognitive profiles of learners but also promote a more just and equitable educational environment.

Instructional challenges teachers face when teaching students with speech delay" atau "What instructional challenges do teachers face

Nonetheless, challenges such as non-verbal communication barriers, limited teacher training, and the need for assessment modifications remain significant issues. As noted by Sari and Fatmawati (2024), inclusive educators often face time constraints and lack support in designing differentiated instruction. These findings align with this study's observation that inclusive English language teaching, particularly for students with speech delay, demands a high level of individualized attention and pedagogical adaptation. The challenges identified—especially the demand for individual scaffolding and the need for targeted professional development—highlight systemic limitations in the implementation of inclusive education.

While previous research by Kriza et al. (2024) emphasizes the importance of Individualized Learning Plans (ILPs), this study demonstrates that even such formal accommodations may fall short without substantial restructuring of classroom practices and robust teacher preparation. The teacher's expressed need for further training, as reflected in interview data (T.IT21), points to a critical disconnect between policy and practice. Unlike the generalized inclusive strategies promoted by Solatiah et al. (2023) and Wiranti (2023), the findings here suggest that teaching English to students with speech delay requires specialized competence—one that bridges second language acquisition theory and special education methodology. This intersection is rarely addressed in pre-service training or professional development programs, leading to gaps in implementation at the classroom level.

Hence, ongoing and context-specific teacher training, as advocated by Fitriyah and Wardani (2022), becomes imperative. Moreover, integrating ILPs not only as administrative requirements but as dynamic tools grounded in teachers' daily classroom practices is essential. By bridging theoretical frameworks with observed classroom interactions, this study reinforces the view that teacher-student interaction is central to the development of speaking competence in learners with speech delay. To further strengthen these interactions, systemic support must move beyond compliance-based inclusion models toward sustained investment in teacher expertise, flexible pedagogical design, and innovative language teaching strategies tailored to neurodiverse learners.

This study's findings have several critical implications for theory, practice, and policy in inclusive English language education:

1. The research challenges traditional models of second language acquisition by demonstrating that students with speech delay may require fundamentally different interaction patterns rather than simply modified versions of standard approaches. The success of peer-mediated communication suggests that social learning theory needs to be reconsidered in the context of inclusive education.
2. The findings indicate that effective English language instruction for students with speech delay requires a hybrid approach that combines structured routines, multimodal instruction, and peer collaboration. This goes beyond accommodation to represent a reimagining of how English language learning can occur in inclusive settings.
3. The study reveals that current inclusive education policies may inadequately address the specific needs of students with speech delay in foreign language learning contexts. The success of Student D despite significant challenges suggests that with appropriate support, these students can achieve meaningful progress—but only with systematic changes to teacher preparation, resource allocation, and assessment practices.

To our knowledge, this is the first empirical study to document micro-level English language classroom interaction specifically designed for children with speech delay in an inclusive setting. First, it provides the first detailed examination of teacher-student interaction patterns specifically designed for students with speech delay in English language learning contexts. Second, it reveals the complex relationship between different types of language abilities in students with speech delay, challenging traditional assessment and instruction models. Third, it demonstrates that effective inclusive education requires not just individual accommodations but systematic changes to classroom interaction patterns.

The research also opens several avenues for future investigation. Longitudinal studies could examine how interaction patterns and their effectiveness change over time. Comparative studies could explore whether these findings apply across different cultural and linguistic contexts. Additionally, intervention studies could test the effectiveness of peer-mediated approaches versus traditional teacher-centered methods for students with various types of communication difficulties.

While this study provides valuable insights, several limitations must be acknowledged. The focus on a single student, while providing rich detail, limits generalizability across different types and severities of speech delay. Additionally, the study's setting in a private school may not reflect the resource constraints and classroom dynamics present in public school inclusive education settings.

Furthermore, the study's emphasis on interaction patterns, while important, may not fully capture other factors that influence learning outcomes for students with speech delay, such as family support, previous educational experiences, or co-occurring conditions. Future research should examine these broader ecological factors to provide a more comprehensive understanding of effective inclusive education practices.

The findings also raise important questions about the sustainability of the intensive individual attention that proved effective for Student D. While such attention yielded positive results, the practical challenges of providing similar support to multiple students with diverse needs in typical classroom settings require further investigation and systemic solutions.

CONCLUSION

This study aimed to investigate the forms of interaction between teachers and 4th-grade students with speech delay in English language learning, how these interactions influence speaking ability, and what challenges teachers face in inclusive classrooms.

1. The forms of interaction that take place between teachers and 4th-grade students with speech delay in the context of English language learning were consistent, structured, and supported by multimodal strategies such as visual aids, modelling, guided questioning, and collaborative activities.
2. Teacher-student interaction influence the oral English proficiency of students with speech delay. It can be seen that this approach effectively lowered affective barriers, increased student confidence, and provided scaffolding necessary for language production.
3. Instructional challenges teachers face when teaching English students with speech delay include; limited verbal response from students, anxiety in public speaking, reliance on the first language, and the need for individualized approaches.

In conclusion, fostering meaningful teacher-student interactions using inclusive, adaptive, and student-centered methods is essential for promoting English language development in students with speech delay.

REFERENCES

Abugharsa, J. M. (2024). Speech delay in children: Causes, impacts, and interventions. *Journal of Academic Research, 28*(2), 106-113. Retrieved from https://lam-journal.ly/index.php/jar/article/view/723

Ajmal, M., Komal, A., & Kauser, A. (2022). Exploring the role of teacher-student interaction in English language teaching classroom. *Pakistan Journal of Social Research, 4*(3), 561-569.

Aminah, S., & Ratnawati. (2022). Mengenal speech delay sebagai gangguan keterlambatan berbicara pada anak (Kajian psikolinguistik). *JALADRI: Jurnal Ilmiah Program Studi Bahasa Sunda, 5*(2), 110-120.

Boyle, J. (2011). Speech and language delays and disorders in children. *Journal of Pediatrics and Child Health, 47*(2), 110-115.

Fajri, R. N. (2019). Strategi guru dalam menstimulasi kemampuan berbicara pada anak speech delay. Tesis. Universitas Pendidikan Indonesia.

Fauzia, W., Meiliawati, F., & Ramanda, P. (2020). Mengenali dan menangani speech delay pada anak. *Jurnal Al-Shifa, 1*(2), 102–110.

Fitriyah, C. Z., & Wardani, R. P. (2022). Paradigma kurikulum merdeka bagi guru sekolah

dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan, 12*(3), 210-225.

Hammond, J. (2001). *Scaffolding: Teaching and Learning in Language and Literacy Education*.

Hofkens, T., Pianta, R. C., & Hamre, B. (2023). Teacher-student interactions: Theory, measurement, and evidence for universal properties that support students' learning across countries and cultures. In R. Maulana et al. (Eds.), *Effective teaching around the world* (pp. 399–414). Springer. https://doi.org/10.1007/978-3-031-31678-4_18

Husna, A.H., Hartono, R., & Sofwan, A. (2015). Teacher's and students' talks and their nonverbal communication in the classroom interaction. *English Education Journal, 5*.

Kriza, Y., Sudarti, & Rahayu, T. S. (2024). *Strategi Guru dalam Penanganan Kesulitan Belajar Siswa di Kelas Inklusi: Studi Kasus di TK ZONAKATA*. Jurnal Pengabdian Masyarakat Bangsa, 2(6).

Kumari, M. (2022). Inclusive Education Scope and Challenges in 2022. *International Journal of Advanced Engineering, Management and Science*.

Mariam, M., & Rahayu, W. W. (2024). Peran guru dalam menangani anak yang mengalami gangguan keterlambatan bicara (Speech Delay). *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, *3*(2), 225-234.

Mercer, N., & Littleton, K. (2007). *Dialogue and the Development of Children's Thinking*.

Pramesta, M., & Setiawan, H. (2023). Peran guru dalam membantu perkembangan bahasa anak yang sedang mengalami gangguan berbicara (Speech Delay). *Jurnal Ilmiah Wahana Pendidikan*, *9*(17), 481-488. https://doi.org/10.5281/zenodo.8315776

Pratiwi, J. C. (2015). Sekolah inklusi untuk anak berkebutuhan khusus: Tanggapan terhadap tantangan kedepannya. In *Proceedings*. Retrieved from https://api.semanticscholar.org/CorpusID:192914781

Sari, A. A., & Fatmawati, N. L. (2024). The implementation of Merdeka curriculum in English teaching learning. *Yavana Bhāshā: Journal of English Language Education, 7*(1).

Solatiah, S., Taslim, M., Nengsih, L. W., Rofiki, A. A., & Viratama, I. P. (2024). Pendekatan personal guru dalam menangani peserta didik speech delay di sekolah dasar juara Al-hikmah Jayapura. *Sindoro: Cendikia Pendidikan*, *6*(1), 61–70. https://doi.org/10.9644/sindoro.v6i1.5338

Sulistiyo, U. (2019). *Buku ajar metode penelitian kualitatif.* Jambi: Salim Media Indonesia

Wiranti, N., Indahsari, R. A., Rahmawati, S. A., & Stifani, Y. (2023). Implementation of differentiated learning to students with types of speech delay disorders. *GENIUS Indonesian Journal of Early Childhood Education*, *4*(1), 81–92.

Zhukov, K. (2013). Interpersonal interactions in instrumental lessons: Teacher/student verbal and non-verbal behaviours. *Psychology of Music, 41*(4), 466 - 483.