

CHAPTER I

INTRODUCTION

1.1 Research Background

Language development in early childhood is a critical process that lays the foundation for effective communication and cognitive skills. This development is influenced by various factors, including environmental stimuli, parental involvement, and educational practices. Research indicates that early interactions with adults and peers significantly contribute to language acquisition and proficiency. For instance, Dockrell et al. (2015) emphasize that children's experiences and interactions with adults in educational settings act as "the engine of development," where specific types of oral language exchanges are linked to substantial language gains in children. Similarly, Mayberry (2023) highlights that impoverished language exposure can adversely affect the development of complex sentence structures, particularly in children with hearing impairments, underscoring the importance of rich linguistic environments during formative years.

Furthermore, parental involvement plays a pivotal role in fostering language skills. Parents have good involvement when they become active agents in directing their children's progress and goals through education, including all the experiences that the children go through in the process (Grepon & Cepada, 2020; Kalaycı & Ergül, 2020). This parental involvement at school can be in the forms of parenting, communicating, volunteering, learning at home, involvement in the school's

decision-making, and collaboration of the school with the community. Studies show that stimulation provided by parents, such as storytelling and engaging in conversations, correlates positively with children's language development (Rachma, 2020). For example, the research by Rachma (2020) indicates that retelling stories enhances children's language intelligence, while Putra et al. (2018) affirm that parental stimulation significantly impacts language skills.

Educational settings also contribute to language development through structured activities and curricula designed to enhance language skills. For instance, Nordberg's study reveals that preschool staff can effectively support children's language development through structured discussions and interactive activities (Nordberg, 2019). Additionally, the use of educational games and multimedia tools has been shown to stimulate language skills effectively (Nurhayati et al., 2022). The integration of music and literacy activities in early childhood classrooms has also been linked to improved language and literacy outcomes, as these activities leverage the brain's plasticity during early development (Kirby et al., 2022; Rowe et al., 2022).

Moreover, the critical period hypothesis suggests that there is an optimal window for language acquisition, during which children are particularly receptive to learning languages (Hartshorne et al., 2018). This notion is supported by evidence indicating that language skills acquired during early childhood are foundational for later academic success and social interactions (Friantary, 2020). As children engage with their surroundings, they naturally acquire language

through observation and imitation, which is essential for both first and second language acquisition (Aziz et al., 2021).

Although language develops naturally during early childhood, not all children achieve language milestones at the same pace. One group requiring particular attention is children with speech delay. Speech delay refers to a developmental condition in which children's speech production develops more slowly than expected for their chronological age while following the normal sequence of language development (Owens, 2019; Paul & Norbury, 2012). Unlike children with typical language development, children with speech delay experience significant difficulties in expressing themselves verbally, even though their cognitive abilities and opportunities for learning may vary considerably.

Children with speech delay typically demonstrate several observable characteristics, including limited expressive vocabulary, delayed word combinations, reduced speech intelligibility, and difficulties producing age-appropriate grammatical structures (McLeod & Crowe, 2018; Owens, 2019; Paul et al., 2018). Many children with speech delay also demonstrate reduced speech intelligibility due to articulation or phonological difficulties, making it challenging for unfamiliar listeners to understand their speech (McLeod & Crowe, 2018; Owens, 2019). Because of their limited expressive language, they often rely on gestures, pointing, crying, or other nonverbal behaviors to communicate their needs (Paul et al., 2018). Some children also produce echolalic utterances or require additional processing time before responding to verbal instructions, reflecting weaknesses in expressive and receptive language processing (Leonard, 2017; Paul

et al., 2018). Difficulties in both expressive and receptive language often reduce their participation in classroom activities and limit meaningful interactions with peers and teachers.

Beyond communication difficulties, children with speech delay frequently experience social participation difficulties, reduced peer interaction, emotional frustration, and behavioral challenges resulting from limited communicative competence (Bishop, 2000; Leonard, 2017; Paul et al., 2018). These communication barriers often affect their self-confidence, classroom participation, academic readiness, and relationships with peers. Consequently, speech delay is not merely a problem of delayed speech production but a developmental condition that influences multiple aspects of children's learning and social development. These characteristics demonstrate that speech delay extends beyond delayed speech production and affects children's communicative competence, social participation, emotional regulation, and readiness for formal learning.

These characteristics indicate that children with speech delay require educational support that differs from that provided to typically developing children. Because their communication difficulties affect classroom participation, social interaction, and language learning, educational interventions should be individualized, systematic, and responsive to each child's developmental profile.

Given these characteristics, understanding the factors contributing to speech delay is essential for designing appropriate educational interventions. Speech and language delays in children can arise from multiple biological, cognitive, environmental, social, and medical factors rather than from a single cause.

Speech and language delay is widely recognized as a multifactorial developmental condition resulting from the interaction of biological, cognitive, environmental, and social influences rather than a single causal factor (Bishop, 2000; Paul et al., 2018). Biological factors include genetic predisposition, hearing impairment, neurological differences, premature birth, and neurodevelopmental disorders, whereas environmental influences involve limited language exposure, reduced caregiver responsiveness, and socioeconomic disadvantage (Leonard, 2017; Owens, 2019). These interacting risk factors influence both expressive and receptive language development and highlight the importance of comprehensive assessment, individualized intervention, and early support to optimize children's communication outcomes.

Research indicates that the prevalence of speech and language delays in children aged 2 to 5 years ranges from 5% to 12% (Wallace et al., 2015). These delays can manifest as difficulties in achieving age-appropriate speech milestones, which can be attributed to a range of risk factors. Speech delay has become an increasingly important developmental issue in Indonesia, with recent studies reporting prevalence rates comparable to global estimates and identifying multiple biological and environmental factors contributing to this condition.

Furthermore, Savitri et al. (2024) reported that the prevalence of speech delay among preschool children in Indonesia ranges from 5% to 10%, with biological factors such as prematurity, hearing impairment, and low birth weight, as well as environmental factors including parenting practices, parental education, gadget exposure, and language stimulation, contributing to delayed speech

development. The study also emphasizes the importance of early identification between two and five years of age to improve children's communication outcomes and reduce the impact of speech delay on education and social participation. In addition, Mahmudianti et al. (2023), in their article "Parental Anxiety Based on the Incidence of Speech Delay in Toddlers at RSUD Ulin Banjarmasin," identified two main categories of speech delay in toddlers. First, speech delay without other problems, where toddlers only experience speech delay without any additional diagnosis. Second, speech delay with other issues, where toddlers experience speech delay along with developmental disorders such as Global Developmental Delay (GDD), Autistic Spectrum Disorder (ASD), and Attention Deficit Hyperactivity Disorder (ADHD). This study indicates that the prevalence of speech delay cases with other developmental issues is dominant, reaching 76.81%, while cases of speech delay without other issues are only around 23.19%. They also found that boys are more likely to experience speech delay compared to girls, which is associated with differences in brain development related to language function. From various articles, it is evident that speech delay in children is a complex issue influenced by many factors, both internal and external. Early detection, active interaction with the child, and access to appropriate therapy are crucial to prevent further impacts on the child's language and social development. Parents, especially, play a critical role in providing stimulation that supports the child's language development, as well as in recognizing early signs of speech delay.

In addition, children with speech delay face various challenges in their daily lives, including communication difficulties, academic difficulties, mental health

issues, and chewing and swallowing difficulties (Budiarti et al., 2022; Hobson et al., 2022). Communication difficulties can lead to frustration, social isolation, and difficulty adapting to new environments. Academic difficulties can affect a child's ability to learn and participate in school activities. Mental health issues, such as anxiety, depression, low self-esteem, and social withdrawal, may also occur. Chewing and swallowing difficulties can affect a child's nutrition and overall health. Family and social impact are significant, as they may need extra support and seek specialized services. Speech delay can also affect a child's relationships with peers and family members.

To help children with speech delay overcome these difficulties, early intervention and speech therapy are crucial. Speech therapy can improve communication skills, social interactions, and overall quality of life. Speech therapy is a typical treatment for delayed speech. A speech-language pathologist works with the kid to enhance communication skills and overcome speech problems. Exercises to promote speech production, such as articulation and phonological awareness training, may be included in the therapy (Agustina & Manipuspika, 2022; Manipuspika, 2019a; Okitasari et al., 2023).

Additionally, psychologists often recommend that children with speech delays attend school to facilitate their language development through structured interaction and targeted interventions. Research indicates that early educational environments can significantly enhance speech and language skills, particularly when integrated with speech therapy (Bradford et al., 2018; Ullrich et al., 2014). For instance, studies show that children receiving integrated speech therapy in

educational settings demonstrate improved language outcomes and are less likely to face social and academic challenges later on (Ullrich et al., 2014).

Moreover, the involvement of parents and educators in addressing speech delays is crucial, as effective communication between home and school can lead to better developmental outcomes (Faruq et al., 2022; Sunderajan & Kanhere, 2019). The prevalence of speech delays is notably high among children from larger families and those with a family history of speech disorders, emphasizing the need for early intervention strategies in school settings (Kumar et al., 2022; Sunderajan & Kanhere, 2019). Overall, school attendance not only provides children with essential socialization opportunities but also allows for early detection and management of speech-related issues, which is vital for their long-term academic success (Barry et al., 2024).

Moreover, teachers face numerous challenges when educating children with speech delays, primarily stemming from the multifaceted nature of these delays. One significant issue is the lack of early diagnosis and intervention, which can lead to compounded difficulties in language acquisition and social interaction, ultimately affecting academic performance and emotional well-being (Hoque et al., 2021; Kumar et al., 2022). Additionally, factors such as low parental education levels and family history of speech disorders contribute to these delays, making it harder for teachers to engage effectively with affected students (Alzahrani et al., 2023; Kumar et al., 2022).

Classroom acoustics also play a crucial role; poor auditory environments can hinder speech perception and comprehension, further complicating the learning

process for children with speech delays (Puglisi et al., 2022; Recalde et al., 2021). Teachers may struggle to adapt their instructional methods to accommodate these students, particularly in noisy settings where speech intelligibility is compromised (Astolfi, 2023; Croce et al., 2023). Furthermore, the emotional and behavioral challenges associated with speech delays can lead to increased classroom management difficulties, requiring teachers to employ specialized strategies to foster a supportive learning atmosphere (Rustan, 2019).

These communication characteristics become even more challenging when children are expected to learn a foreign language, particularly English, in inclusive kindergarten settings. Moreover, teaching a foreign language to a child with speech delays is a significant challenge for teachers. Especially in Indonesia, children are currently required to learn foreign languages, particularly English, from an early age. It is very difficult for children with speech delays to learn a foreign language when they have not yet mastered their mother tongue. In addition, mastering a mother tongue before learning a foreign language is crucial for cognitive and linguistic development. Research indicates that proficiency in the mother tongue enhances understanding of foreign languages, as students often draw parallels between their native language and the new language, facilitating better comprehension and retention (Kolar & Đurić, 2016). The competition model proposed by Bates and Whiney suggests that language awareness developed through the mother tongue significantly influences foreign language acquisition (Kolar & Đurić, 2016). Additionally, studies show that children who are literate in their mother tongue exhibit faster and more effective language learning capabilities

compared to monolingual peers (Dahm & Angelis, 2017). Furthermore, the phonological systems of a learner's first language can impact their ability to acquire sounds in a second language, with distinct phonemes being more readily learned than similar ones (Sudimac, 2020). Thus, a strong foundation in the mother tongue not only supports foreign language learning but also fosters overall cognitive development (Kalu, 2022).

Children with speech delays often face additional challenges in learning a foreign language due to the foundational role that the mother tongue plays in cognitive and linguistic development. When a child experiences delays in their native language, it can impact their ability to draw on linguistic patterns, phonological awareness, and grammar structures that typically support learning in a new language (Kolar & Đurić, 2016). Since proficiency in the mother tongue aids in creating mental frameworks for language learning, children with speech delays may struggle with foreign language acquisition due to a less solid foundation in their first language.

The Competition Model proposes that language awareness developed through the mother tongue facilitates the acquisition of additional languages by enabling learners to transfer existing linguistic knowledge to new language systems (Kolar & Đurić, 2016). However, children with speech delays may not benefit as fully from this process because their language awareness is not as robust, which can hinder the transfer of these skills.

Moreover, phonological awareness is critical for distinguishing sounds in any language, and when children struggle with the phonological systems of their

first language, they may face greater difficulty identifying and producing sounds in a foreign language (Sudimac, 2020). The ability to distinguish and reproduce foreign language phonemes could be further delayed as a result, especially for similar sounds that require a more nuanced phonological grasp.

Finally, cognitive benefits that typically come from mastering a first language may be compromised in children with speech delays, which can affect overall learning and the pace at which they acquire foreign language skills (Kalu, 2022). Thus, a focused and supportive approach that reinforces the mother tongue alongside language therapy might be beneficial in helping these children build the necessary skills for foreign language learning.

Therefore, there is a need for a guide to an Individualized Educational Plan (IEP) that can accommodate these students' specific educational needs, particularly in learning a foreign language such as English. This need emerges from the discrepancy between the existing English instructional practices implemented in inclusive kindergarten classrooms and the individualized instructional conditions required by children with speech delay. According to Gupta (2007), needs assessment begins by identifying the gap between current performance and desired performance before determining appropriate instructional solutions. Consequently, conducting a systematic needs assessment becomes an essential first step in developing effective Individualized English Learning Plan for a Kindergarten Child with Speech Delay.

This perspective is consistent with Ardika et al. (2025), who argue that needs analysis provides empirical evidence for instructional development by

identifying discrepancies between existing instructional practices and learners' actual needs. Their study further demonstrates that the findings of needs analysis should become the basis for determining instructional objectives, learning materials, teaching strategies, and assessment procedures. Similarly, the present study employed the integrated OEM–CIPP framework to identify the instructional needs of a kindergarten child with speech delay before developing the Individualized English Learning Plan.

An Individualized Educational Plan (IEP) is a collaboratively developed, individualized educational framework designed to address the unique learning needs of children with disabilities by specifying measurable learning goals, instructional strategies, accommodations, and support services that enable meaningful participation in inclusive educational settings (King et al., 2018; Rashid & Wong, 2023). An IEP can be especially important for children with speech delays in ensuring that they receive the necessary services and accommodations to help them overcome their speech difficulties (Nur et al., 2018). The IEP is created by a team that includes the child's parents, teachers, and other specialists. It includes information about the child's current level of functioning, goals for progress, and the specific assistance and accommodations that will be offered to help the child accomplish those goals.

Previous studies have made significant contributions to understanding speech delay through clinical intervention, speech therapy, parent-mediated programs, and first-language development. These studies have consistently demonstrated that early intervention improves children's communication skills,

language development, and social participation. They have also provided important evidence regarding individualized educational support for children with speech delay. However, despite these valuable contributions, several important research gaps remain. Most existing studies emphasize therapeutic intervention rather than explaining how English as a foreign language can be systematically taught to children with speech delay within inclusive kindergarten settings. Consequently, the instructional dimension of English language learning for children with speech delay remains largely unexplored.

Furthermore, previous studies investigating Individualized Educational Plans (IEPs) have generally focused on educational accommodations and individualized support services rather than developing Individualized English Learning Plan that specifically integrate English learning objectives, instructional strategies, assessment procedures, and classroom implementation. Likewise, although Applied Behavior Analysis (ABA) has consistently been recognized as an effective approach for improving communication skills, its application has mainly been limited to therapeutic or clinical settings instead of being systematically integrated into English language instructional planning.

Another limitation concerns the conceptual framework employed in previous studies. Existing research generally examines learner needs, instructional planning, intervention, or program evaluation separately. Very few studies integrate needs analysis, instructional development, implementation, and evaluation into a single instructional framework. More importantly, no previous study has systematically integrated the Organizational Elements Model (OEM), the Context–

Input–Process–Product (CIPP) Evaluation Model, the Individualized Educational Plan (IEP), and Applied Behavior Analysis (ABA) into one comprehensive framework for developing individualized English instruction for children with speech delay.

These limitations reveal three major research gaps. First, a contextual gap exists because previous studies have predominantly been conducted in therapeutic or clinical contexts, whereas English language instruction for children with speech delay in inclusive kindergarten classrooms has received very limited scholarly attention. Second, a pedagogical gap exists because existing studies provide general guidance on Individualized Educational Plans (IEPs) or Applied Behavior Analysis (ABA), but they do not develop comprehensive Individualized English Learning Plan that systematically integrate individualized learning objectives, instructional strategies, learning progression, classroom implementation, and assessment for English language learning. Third, a methodological gap exists because previous studies rarely integrate the Organizational Elements Model (OEM), the Context–Input–Process–Product (CIPP) Evaluation Model, Individualized Educational Plan (IEP), and Applied Behavior Analysis (ABA) into a unified instructional development framework that systematically connects needs analysis, instructional design, implementation, validation, and evaluation.

Therefore, the novelty of this study lies in the development of the Integrated English Educational Planning Model (IEEPM), which systematically integrates the Organizational Elements Model (OEM), the Context–Input–Process–Product (CIPP) Evaluation Model, the Individualized Educational Plan (IEP), and Applied

Behavior Analysis (ABA) into a unified instructional development framework. Based on this integrated framework, the present study develops Individualized English Learning Plan that are systematically designed, validated, implemented, and evaluated to support English language learning for a child with speech delay in an inclusive kindergarten setting. Unlike previous studies that primarily focused on therapeutic intervention or isolated educational components, this study proposes a comprehensive instructional planning model. The model connects needs analysis, instructional design, implementation, continuous progress monitoring, and evaluation within a unified developmental framework. Beyond this methodological integration, the study also contributes to the advancement of English Language Education by extending EFL instructional planning to inclusive early childhood contexts. It demonstrates that English instruction for young learners with speech delay requires individualized learning objectives, systematic language progression, evidence-based instructional strategies, and continuous progress monitoring. Consequently, the study broadens the theoretical and pedagogical scope of English Language Education by providing a comprehensive framework for individualized English instruction in inclusive kindergarten settings.

To operationalize this integrated framework, an instructional approach capable of translating the identified needs into measurable teaching procedures was required. The needs analysis further indicated that the instructional approach should enable systematic teaching, measurable learning outcomes, structured prompting, immediate reinforcement, and continuous progress monitoring. These instructional requirements correspond closely with the principles of Applied Behavior Analysis

(ABA). Therefore, ABA was selected as the instructional approach integrated into the Individualized English Learning Plan because its characteristics directly addressed the needs identified during the analysis phase. Applied Behavior Analysis is a scientific approach grounded in behaviorism principles that systematically applies behavioral learning theories to modify and improve socially significant behaviors. According to Baer et al. (1968), ABA must meet seven main characteristics: applied, behavioral, analytical, technological, systematic, effective, and generalizable. These characteristics ensure that ABA does not merely teach new behaviors but also guarantees that the methods used can be replicated by other practitioners, the results can be measured objectively, and behavioral changes can be maintained across various contexts.

ABA is particularly effective for children with speech delays because it breaks down complex language skills into smaller, manageable components that can be taught systematically through techniques such as task analysis, chaining, Discrete Trial Teaching (DTT), and Natural Environment Teaching (NET). The approach emphasizes quantitative behavioral measurement, allowing practitioners to track children's language development consistently from day to day. In early childhood education, this measurement precision is crucial because language and communication development in children with speech delays is often fluctuating and requires highly individualized intervention strategies.

For kindergarten children learning English as a foreign language while experiencing speech delays, ABA provides structured instruction with immediate reinforcement and intensive practice conducted in small, easily understood units.

Techniques such as prompting help children provide verbal responses, while shaping gradually forms language ability from producing sounds to syllables to more complex words or phrases. This systematic approach allows children to achieve higher communication stages even when their initial abilities are very limited. Moreover, ABA techniques like DTT can be used to introduce and reinforce new English vocabulary, modeling and imitation training can practice pronunciation, and NET facilitates the use of English in the context of play or classroom activities, ensuring that language learning occurs not only mechanically but also integrates with enjoyable, age-appropriate activities.

Furthermore, Bali has introduced foreign language lessons like English from an early age. Early childhood education levels have included English in their curriculum. One of the schools, namely TK Dwijendra, has included English as a subject in its curriculum. However, this school is facing challenges in English language learning. Not all students can learn English easily. This is particularly true given the presence of students with special needs at this school.

According to interviews with the principal and teachers at Dwijendra Kindergarten, the school accepted students with disability, especially Neurodevelopmental disorder. Neurodevelopmental disorders (NDDs) are a group of conditions that develop during brain growth, impacting cognition, communication, behavior, and motor skills, typically appearing in infancy or early childhood. Common examples include intellectual disability, autism spectrum disorder (ASD), attention deficit/hyperactivity disorder (ADHD), and schizophrenia (Mullin et al., 2013). This is in accordance with the Government

Regulation of the Republic of Indonesia Number 70 of 2019, Article 1, Paragraph 4, which states that schools are expected to show respect by valuing or accepting the presence of persons with disabilities with all their inherent rights intact. Having basic education is the right of every individual in Indonesia, and the treatment toward special need children which has been commonly carried out in Bali to segregate them from other students who are in a regular classroom, and treat them differently from the mainstream students (Padmadewi & Artini, 2017). Moreover, According to interviews with the principal and English teacher at TK Dwijendra Denpasar Bali, the school has accepted children with neurodevelopmental disorders as part of its inclusive education program. One child in Kindergarten B was identified as experiencing speech delay accompanied by attention difficulties. The child had attended the school for almost three years. According to the teacher, the child experienced difficulties in social interaction and preferred playing alone rather than engaging with peers. The child occasionally displayed aggressive behaviors, such as hitting classmates, particularly when unable to communicate needs effectively. The teacher also reported that the child had difficulty maintaining attention, frequently refused to complete classroom tasks, and required continuous prompting to follow simple instructions. The child's expressive vocabulary was very limited, and verbal communication rarely exceeded one-word responses. Instead of expressing needs verbally, the child often communicated through tantrums or screaming. Although some improvement had been observed, particularly in following simple classroom instructions with intensive guidance, the

child's overall language development remained considerably delayed, indicating the need for individualized educational support.

The case of the child at TK Dwijendra Denpasar closely reflects the characteristics of speech delay consistently reported in the literature (Leonard, 2017; Owens, 2019; Paul et al., 2018). The child demonstrates limited expressive vocabulary and rarely produces utterances longer than one or two words, indicating delayed expressive language development. These characteristics are consistent with descriptions provided by Leonard (2017), Owens (2019), and Paul et al. (2018), who explain that children with speech delay often experience significant difficulties producing age-appropriate vocabulary, word combinations, and meaningful verbal expressions. Their tendency to repeat the teacher's utterances without fully understanding their meaning reflects echolalic speech, which is frequently observed in children with delayed language development (Leonard, 2017; Paul et al., 2018). Although they can imitate spoken language, they experience considerable difficulty generating spontaneous and meaningful verbal communication. Furthermore, the students' difficulty understanding classroom instructions and responding appropriately to verbal communication indicates weaknesses in receptive language development. According to Leonard (2017), Owens (2019), and Paul et al. (2018), children with speech delay frequently require simplified language, repeated instructions, and additional processing time before responding. Consequently, weaknesses in receptive language reduce children's ability to understand classroom instructions, follow classroom routines, and actively participate in structured learning activities (Leonard, 2017; Owens, 2019). The child also tends to express

their needs through tantrums, screaming, or other nonverbal behaviors rather than spoken language. This pattern reflects communicative frustration resulting from limited expressive language abilities, a phenomenon widely reported in children with speech delay (Bishop, 2000; Leonard, 2017). Social participation difficulties are also commonly associated with speech delay. Limited communication skills often reduce children's opportunities to interact with peers, participate in cooperative play, and establish positive social relationships (Bishop, 2000; Leonard, 2017; Owens, 2019). The case study highlights that the students struggle to socialize with their peers, preferring to play alone and occasionally engaging in aggressive behaviors such as hitting or pitching. These behaviors may stem from their frustration with communication difficulties, a common issue noted in the literature. Leonard (2017) and Owens (2019) explain that children with speech delays often have trouble expressing themselves, leading to social withdrawal or disruptive behavior when they cannot communicate their needs effectively. Additionally, as Leonard (2017) describes, slower language processing speeds may contribute to the students' inability to concentrate and complete tasks. Since they struggle with both expressive and receptive language, their engagement in classroom activities is limited, and the child requires constant teacher guidance to complete assignments. This finding is consistent with Leonard (2017) and Owens (2019), who argue that persistent receptive and expressive language difficulties frequently interfere with classroom participation, literacy development, and later academic achievement. Despite these challenges, the child has demonstrated gradual improvement in following classroom instructions when provided with

intensive teacher guidance. Although some improvement has been observed, the students continue to require structured intervention and consistent educational support. Previous studies have shown that individualized instruction, intensive language stimulation, and early intervention substantially improve communication outcomes for children with speech delay (Kaiser & Roberts, 2011; Leonard, 2017; Paul et al., 2018). However, given the minimal progress observed, it is essential to implement targeted interventions, such as speech therapy and individualized learning approaches, to further support their language development and social skills.

Therefore, schools are required to accommodate the educational needs of students with disabilities. This requirement is stipulated in Law of the Republic of Indonesia Number 8 of 2016 concerning Persons with Disabilities, particularly Article 12 paragraphs (1) and (2), which state that the respect, protection, and fulfilment of the rights of persons with disabilities constitute part of national and regional development. The law further mandates the implementation of inclusive education by ensuring accessible educational facilities, appropriate accommodations, and educational services that support equal learning opportunities. In addition, the law requires the provision of training and reasonable accommodations for educators to enable them to effectively teach and support learners with disabilities

However, interviews and document analysis revealed that, prior to this study, TK Dwijendra Denpasar had already implemented English instruction using the regular kindergarten syllabus and lesson plans developed for typically

developing children. These lesson plans contained general learning objectives, classroom activities, teaching materials, and assessment procedures designed for whole-class instruction without considering the individual communication characteristics or learning needs of children with speech delay.

Consequently, children with speech delay were expected to participate in the same English learning activities, achieve the same learning objectives, use the same instructional materials, and be assessed using the same assessment criteria as their peers. Although the existing lesson plans adequately supported typically developing children, they did not provide individualized English learning objectives, differentiated instructional strategies, visual communication supports, ABA-based teaching procedures, systematic language progression, or continuous progress-monitoring procedures required by children with speech delay.

Furthermore, the school did not have individualized English Learning Plan, specific instructional guidelines, or collaborative planning documents involving teachers, parents, and specialists to support English language learning for children with speech delay. As a result, teachers relied on regular lesson plans and made instructional adjustments based primarily on personal experience rather than on a structured, evidence-based instructional framework.

Nofitri et al. (2026) further argue that effective English teaching in inclusive classrooms does not require separating students with disabilities from their peers. Instead, teachers maintain shared classroom learning while providing individualized instructional support based on learners' specific characteristics. Their findings indicate that inclusive English classrooms become more effective

when instructional adaptations, individual assistance, and appropriate learning support are integrated into regular classroom instruction. This perspective supports the present study, which develops an Individualized English Learning Plan that is implemented within an inclusive kindergarten classroom while providing individualized objectives, instructional strategies, and learning support tailored to the communication needs of a child with speech delay.

This existing condition demonstrates that the primary problem was not the absence of lesson plans, but rather the absence of individualized English instructional planning capable of accommodating the child's communication characteristics and developmental needs. Therefore, developing Individualized English Learning Plan based on Individualized Educational Plan (IEP) principles and integrated with Applied Behavior Analysis (ABA) became necessary to provide systematic guidance for planning, implementing, and evaluating individualized English instruction.

Based on the explanation above, this research is intended to develop Individualized English Learning Plan based on Individualized Educational Plan (IEP) principles and integrated with ABA that can be used by teachers to teach children with speech delays. As previously explained in the observation results, the school did not yet have guidelines for Individualized Educational Plans especially for teaching English subject, so it is necessary to develop the Individualized English Learning Plan for a Kindergarten Child with Speech Delay that meets the needs of students, especially those with speech delays. Additionally, the findings also indicate the need to strengthen teachers' understanding of Individualized

Educational Plans (IEPs) and Applied Behavior Analysis (ABA) principles to support the implementation of individualized English instruction. Strengthening teachers' competence in these areas is expected to enhance their ability to design, implement, and continuously evaluate Individualized English Learning Plan that respond to the individual communication needs of children with speech delay. To understand the needs of students who experience speech delays, the development process requires assistance from parents and other specialists.

Additionally, the study focuses on the development of Individualized English Learning Plan that integrates Applied Behavior Analysis (ABA) specifically for children experiencing speech delays at TK Dwijendra Denpasar Bali. The research aims to address the unique educational needs and challenges faced by a child with speech delay, which often lacks adequate support in traditional educational settings. By focusing on a child with speech delay, the study seeks to understand the specific requirements for language acquisition and provide targeted interventions.

A significant aspect of the study is the creation of the structured IEP that incorporates strategies from ABA. These personalized educational plans are designed to cater to the individual language development needs of each child, ensuring that interventions are relevant and effective. The integration of ABA, a scientifically validated behavioral intervention approach, is emphasized to enhance the educational plan's effectiveness. By utilizing proven techniques based on behavioral learning principles that systematically teach language skills through

structured, measurable, and replicable methods in a supportive environment, the study aims to improve outcomes for children with speech delays.

Responding to the instructional needs identified through the needs analysis conducted at TK Dwijendra Denpasar Bali, this study develops Individualized English Learning Plan based on the Integrated English Educational Planning Model (IEEPM). The proposed IEEPM integrates the principles of the Individualized Educational Plan (IEP), Applied Behavior Analysis (ABA), the Organizational Elements Model (OEM), and the CIPP Evaluation Model into a unified framework for planning, implementing, monitoring, and evaluating individualized English instruction.

1.2 Problem Identification

The early years of a child's life are crucial for language acquisition, yet children with speech delays at TK Dwijendra Denpasar Bali face significant challenges due to several interrelated problems. First, the school lacks tailored Individualized Educational Plans, instead using generalized syllabi and lesson plans for all students, failing to address the specific needs of children with speech delays. Second, teachers lack knowledge and understanding of IEP development and Applied Behavior Analysis (ABA) implementation, preventing them from providing appropriate specialized instruction. Third, teaching English as a foreign language poses a critical challenge, as children with speech delays struggle to acquire a foreign language while still developing foundational communication skills in their mother tongue, and the school has no specific guidelines for

addressing this dual challenge. Fourth, there is inadequate collaboration among teachers, parents, and specialists, resulting in inconsistent interventions across home and school environments. Finally, the absence of systematic, evidence-based interventions grounded in behavioral learning principles limits the effectiveness of language support for these children. These gaps underscore the urgent need for a focused, structured approach that integrates IEP with ABA to support children with speech delays in their English language learning journey, while ensuring compliance with Indonesia's inclusive education policies outlined in Government Regulation No. 70 of 2019.

1.3 Research Scope and Limitations

The research conducted at TK Dwijendra Denpasar Bali focuses on developing Individualized English Learning Plan integrated with Applied Behavior Analysis (ABA) for an individual child with speech delay accompanied by attention difficulties. The primary focus of the study remains the child's speech and language development in learning English as a foreign language. Attention difficulties are considered only as one of the learner characteristics influencing the design and implementation of the individualized educational plans, rather than as the primary focus of the study. The scope encompasses needs analysis, the development of the Individualized English Learning Plan based on IEP principles integrated with ABA, expert validation of the product, and evaluation of its effectiveness in supporting the child's English language development. Another limitation is that the participant presented speech delay accompanied by attention difficulties. Therefore, the

effectiveness of the developed Individualized English Learning Plan reflects the intervention for a child with these combined characteristics and should not be interpreted as representing children with speech delay who have different developmental profiles or co-occurring conditions.

Although the developed product is implemented in an inclusive kindergarten classroom, it is not intended as a general English learning program for all learners in inclusive education. Rather, the Individualized English Learning Plan is specifically designed to address the educational needs of one child with speech delay based on Individualized Educational Plan (IEP) principles. Therefore, the product should be understood as an individualized instructional planning model that can serve as a framework for developing individualized English learning plans for other children with speech delay or learners with similar communication needs after conducting an individual needs assessment.

1.4 Research Questions

Based on the research background and problem of identification, the research questions can be formulated as follows:

- 1.4.1 What are the needs of Individualized English Learning Plan for a Kindergarten Child with Speech Delay?
- 1.4.2 What are the prototype of the Individualized English Learning Plan for a Kindergarten Child with Speech Delay?
- 1.4.3 How is the quality of the Individualized English Learning Plan for a Kindergarten Child with Speech Delay?

- 1.4.4 How is the effectiveness of the Individualized English Learning Plan for a Kindergarten Child with Speech Delay?

1.5 Research Objectives

There are three research objectives in this study:

- 1.5.1 To analyze the needs of the Individualized English Learning Plan for a Kindergarten Child with Speech Delay.
- 1.5.2 To design and develop the prototype of an Individualized English Learning Plan for a Kindergarten Child with Speech Delay.
- 1.5.3 To assess the quality of the Individualized English Learning Plan for a Kindergarten Child with Speech Delay.
- 1.5.4 To assess the effectiveness of the Individualized English Learning Plan for a Kindergarten Child with Speech Delay?

1.6 Research Significance

The study is expected to offer a theoretical and practical contribution to parents, teachers, and other researchers.

1.6.1 Theoretical Significance

This study contributes to the field of English Language Education by extending instructional planning for English as a Foreign Language (EFL) to inclusive early childhood education. It proposes the Integrated English Educational Planning Model (IEEPM), which integrates the Organizational Elements Model (OEM), the CIPP Evaluation Model, the Individualized Educational Plan (IEP), and

Applied Behavior Analysis (ABA) into a unified framework for designing individualized English instruction. This model enriches the theoretical foundation of English Language Education by demonstrating how systematic instructional planning can accommodate learners with speech delay within inclusive kindergarten settings.

1.6.2 Practical Significance

This study is expected to provide practical benefits for teachers, parents, children with speech delay, and future researchers through the development of the Individualized English Learning Plan for a Kindergarten Child with Speech Delay, which are conceptually guided by the Integrated English Educational Planning Model (IEEPM).

1.6.2.1 For Teachers

The Individualized English Learning Plan developed in this study provide teachers with a systematic reference for planning and implementing individualized English instruction for children with speech delay. The plans assist teachers in identifying learners' needs, formulating individualized learning objectives, selecting appropriate instructional strategies, implementing ABA-based teaching procedures, and monitoring children's learning progress. Consequently, the product is expected to improve teachers' confidence and competence in delivering inclusive English instruction.

1.6.2.2 For Parents

The Individualized English Learning Plan facilitates collaboration between teachers and parents by providing shared instructional goals, learning strategies, and progress-monitoring procedures. The plans enable parents to reinforce English language learning consistently at home while supporting their children's communication development through structured activities aligned with school-based instruction.

1.6.2.3 For children with speech delays

The Individualized English Learning Plan provides individualized learning experiences that accommodate each child's communication characteristics, learning pace, and developmental needs. Through systematic instructional planning and ABA-based intervention strategies, the plans are expected to support children's English language development, improve functional communication skills, increase learning participation, and promote greater confidence in using English within meaningful learning contexts.

1.6.2.4 For Schools

The Individualized English Learning Plan developed in this study provide schools with a systematic framework for implementing individualized English instruction within inclusive kindergarten settings. The product supports schools in establishing more structured educational planning, strengthening collaboration among teachers, parents, and specialists, and promoting evidence-based instructional practices for children with speech delay. Furthermore, the conceptual framework of the Integrated English Educational Planning Model (IEEPM) may

serve as a reference for developing inclusive English education programs that are adaptable to learners' individual needs.

1.6.2.5 For Future research

This study contributes a conceptual and practical foundation for future research in English language education for children with special educational needs. Conceptually, the Integrated English Educational Planning Model (IEEPM) may serve as a reference for developing individualized instructional models in different educational contexts. Practically, the Individualized English Learning Plan developed in this study may be adapted, validated, and refined for learners with diverse communication disorders, different age groups, other educational settings, or different subject areas, thereby extending the empirical evidence supporting individualized instructional planning in inclusive education.

1.7 Product Specification

The product developed in this study is the Individualized English Learning Plan for a Kindergarten Child with Speech Delay. These educational plans were developed based on the Integrated English Educational Planning Model (IEEPM), which serves as the conceptual framework integrating the Organizational Elements Model (OEM), the Context–Input–Process–Product (CIPP) Evaluation Model, the Individualized Educational Plan (IEP), and Applied Behavior Analysis (ABA). Accordingly, the Individualized English Learning Plan represents the tangible product of the development process, whereas the IEEPM provides the conceptual foundation that guides their design, implementation, and evaluation.

The Individualized English Learning Plan is designed as a comprehensive, evidence-based instructional package intended to address the individualized English learning needs of an individual kindergarten child with speech delay accompanied by attention difficulties in an inclusive educational setting. Although the participant demonstrates attention difficulties, the primary focus of the product remains the development of English language and communication skills associated with speech delay. The child's attention characteristics are considered in designing instructional procedures, classroom management strategies, prompting techniques, reinforcement systems, and learning activities to enhance engagement during instruction.

The product consists of needs assessment instruments, individualized learner profiles, diagnostic assessment results, measurable English learning objectives, individualized lesson plans, ABA-based instructional procedures (including Discrete Trial Teaching, Natural Environment Teaching, prompting, shaping, reinforcement, and task analysis), instructional materials, assessment and progress-monitoring instruments, behavior and language recording forms, and collaborative planning documents involving teachers, parents, therapists, and other specialists.

The product is available in both printed and digital formats and is intended to facilitate the implementation of individualized English instruction. It provides teachers with systematic instructional procedures, supports collaboration among teachers, parents, and specialists, and enables continuous monitoring of the child's English language development through evidence-based assessment. Although the

product was developed and validated through a single-case study involving one child with speech delay accompanied by attention difficulties, its instructional framework may serve as a reference for developing and adapting Individualized English Learning Plans for learners with similar communication characteristics in inclusive kindergarten settings.

The developed Individualized English Learning Plan is intended for individualized use rather than whole-class instruction. Although it is implemented within an inclusive kindergarten setting, the product is specifically designed to support an individual child with speech delay based on the child's identified educational needs. Therefore, effective implementation of the product requires several conditions. First, the learner should undergo an individual needs assessment to identify communication abilities, language development, learning characteristics, and educational needs before the plan is developed. Second, the teacher is expected to have a basic understanding of Individualized Educational Plan (IEP) principles and Applied Behavior Analysis (ABA) strategies, including prompting, reinforcement, progress monitoring, and data-based instructional decision-making, or receive appropriate professional guidance before implementing the product. Third, the implementation should be supported by collaboration among teachers, parents, and relevant specialists to ensure consistency between school-based instruction and other intervention settings.

Finally, although the product was developed for a child with speech delay in an inclusive kindergarten, the instructional framework may serve as a guide for developing individualized English learning plans for other learners with similar

speech and communication needs after conducting an individual needs assessment and modifying the learning objectives, instructional strategies, accommodations, learning materials, and assessment procedures according to each learner's characteristics.

As the operational realization of the Integrated English Educational Planning Model (IEEPM), the Individualized English Learning Plan integrates needs analysis, individualized instructional planning, ABA-based implementation, continuous progress monitoring, and evaluation into a coherent instructional system that supports English language learning for an individual child with speech delay in an inclusive kindergarten.

1.8 Conceptual Definition of the Key Terms

1.8.1 Individualized Educational Plan (IEP)

An Individualized Educational Plan (IEP) is a written educational planning document developed to identify an individual learner's educational needs, learning goals, instructional accommodations, support services, and assessment procedures (King et al., 2018; Rashid & Wong, 2023).

1.8.2 Speech delay

Speech delay refers to a developmental condition in which children's speech production develops more slowly than expected for their chronological age, resulting in delayed expressive language, limited vocabulary, articulation difficulties, and reduced communicative competence despite otherwise typical development (Paul et al., 2018).

1.8.3 Individualized English Learning Plan

Individualized English Learning Plan refers to individualized instructional plans designed to support English language learning according to each child's communication needs, learning characteristics, and developmental goals (Hallahan et al., 2016; Tomlinson, 2014)

1.8.4 Applied Behavior Analysis (ABA)

Applied Behavior Analysis is defined as a scientific approach grounded in behaviorism principles that systematically applies behavioral learning theories to modify and improve socially significant behaviors through structured, measurable, and evidence-based interventions (Baer et al., 1968).

1.8.5 Organizational Elements Model (OEM)

The Organizational Elements Model (OEM) is a needs analysis framework used to identify educational needs by examining organizational goals, learner characteristics, available resources, and contextual conditions (Kaufman & English, 1979).

1.8.6 Context–Input–Process–Product (CIPP) Evaluation Model

The Context–Input–Process–Product (CIPP) Evaluation Model is a comprehensive evaluation framework that supports educational decision-making by systematically evaluating contextual conditions, available resources, implementation processes, and learning outcomes (Stufflebeam & Zhang, 2017).

1.9 Operational Definition of the Key Terms

1.9.1 Individualized Educational Plan (IEP)

The Individualized Educational Plan (IEP) refers to the individualized planning component embedded within the Individualized English Learning Plan. It includes individualized learning objectives, instructional accommodations, learning activities, assessment procedures, and progress indicators designed according to the child's identified English learning needs.

1.9.2 Speech delay

speech delay refers to the communication characteristics of the participant identified through interviews, classroom observations, document analysis, and consultation with teachers and specialists. These characteristics include delayed expressive language development, limited functional vocabulary, articulation difficulties, reduced sentence production, and challenges in verbal communication that require individualized English instructional support.

1.9.3 Individualized English Learning Plan

The Individualized English Learning Plan refers to the development product produced in this study. The product consists of individualized English instructional documents, including needs analysis results, individualized learning objectives, lesson plans, ABA-based instructional procedures, teaching materials, assessment instruments, progress-monitoring forms, and

collaborative planning documents developed to facilitate English language learning for one child with speech delay in an inclusive kindergarten.

1.9.4 Applied Behavior Analysis (ABA)

Applied Behavior Analysis (ABA) refers to the instructional intervention strategies incorporated into the Individualized English Learning Plan. The implementation includes Discrete Trial Training (DTT), Natural Environment Teaching (NET), prompting, reinforcement, shaping, task analysis, and continuous data collection to support the child's English language development throughout the implementation phase.

1.9.5 Organizational Elements Model (OEM)

The Organizational Elements Model (OEM) refers to the needs analysis framework used to identify the educational needs underlying the development of the Individualized English Learning Plan. The analysis covers learner characteristics, teacher needs, instructional resources, school context, and stakeholder expectations that become the basis for designing the individualized instructional plans.

1.9.6 Context–Input–Process–Product (CIPP) Evaluation Model

The Context–Input–Process–Product (CIPP) Evaluation Model refers to the evaluation framework applied throughout the development process. Context evaluation identifies educational needs, input evaluation examines available resources and instructional design, process evaluation monitors implementation, and product evaluation assesses the quality and effectiveness of the developed Individualized English Learning Plan.

1.10 Novelty of the research

The principal novelty of this study lies in proposing the Integrated English Educational Planning Model (IEEPM) as the conceptual framework underlying the development of the Individualized English Learning Plan for a Kindergarten Child with Speech Delay. The model systematically integrates the Organizational Elements Model (OEM), the Context–Input–Process–Product (CIPP) Evaluation Model, the Individualized Educational Plan (IEP), and Applied Behavior Analysis (ABA) into a coherent instructional framework that connects needs analysis, individualized planning, instructional implementation, and continuous evaluation.

Unlike previous studies that have applied these frameworks independently, this study establishes explicit conceptual relationships among them within a single instructional system specifically designed for English language learning for children with speech delay in inclusive kindergarten settings.

Accordingly, the Integrated English Educational Planning Model (IEEPM) represents the principal scientific contribution of this study, while the Individualized English Learning Plan constitutes the operational product developed through the model.