



Language and Socio-Emotional Development of Children with Speech Delays: Analysis of Gadget Use

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Abstract

It is crucial to describe language development and socio-emotional behavior in children with speech delays. Many cases of speech delays in children are caused by the use of gadgets. Early detection of language and speech development problems, intervention programs carried out, and academic and socio-emotional development of children with speech and language disorders will greatly help overcome these problems. This study was conducted to describe language development and socio-emotional behavior in children with speech delays caused by the use of gadgets, early detection of language and speech development problems, intervention programs carried out, and academic and social-emotional development of children with speech and language disorders. The research was based on observations of a 9-year-old child, conducted from September 2018 to January 2019, with data collection since 2012 when language and speech disorders were early detected. The research applied a qualitative approach, with a case study method, while the data collection was through observation, interviews, and documentary studies. This study's findings showed that the socio-emotional behavior caused by the influence of the gadget use had a major effect on children's development with speech delay problems; thus, an appropriate intervention program is needed for the family and environment. These results have implications for helping children with language and speech problems, not only being strictly allowed to use gadgets but also directed to obtain stimuli to reduce excessive socio-emotional levels in these children.

Keywords:

Speech Delay, Gadgets Use, Parenting, Socio-Emotional

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Abstrak

Sangat penting untuk mendeskripsikan perkembangan bahasa dan perilaku sosio-emosional pada anak-anak dengan keterlambatan bicara. Banyak kasus keterlambatan bicara pada anak disebabkan oleh penggunaan gadget. Deteksi dini masalah perkembangan bahasa dan bicara, program intervensi yang dilakukan, serta perkembangan akademik dan sosial emosional anak dengan gangguan bicara dan bahasa akan sangat membantu mengatasi masalah tersebut. Penelitian ini dilakukan untuk mendeskripsikan perkembangan bahasa dan perilaku sosio-emosional pada anak dengan keterlambatan bicara yang disebabkan oleh penggunaan gadget, deteksi dini masalah perkembangan bahasa dan bicara, program intervensi yang dilakukan, dan perkembangan akademik dan sosial emosional anak dengan gangguan bicara dan bahasa. Penelitian tersebut didasarkan pada observasi terhadap seorang anak berusia 9 tahun, yang dilakukan sejak September 2018 hingga Januari 2019, dengan pendataan sejak tahun 2012 saat gangguan bahasa dan bicara terdeteksi secara dini. Penelitian ini menggunakan pendekatan kualitatif, dengan metode studi kasus, sedangkan pengumpulan datanya melalui observasi, wawancara, dan studi dokumenter. Temuan penelitian ini menunjukkan bahwa perilaku sosio-emosional akibat pengaruh penggunaan gadget berpengaruh besar terhadap perkembangan anak dengan masalah keterlambatan bicara. Oleh karena itu, diperlukan program intervensi yang tepat bagi keluarga dan lingkungan. Hasil ini berimplikasi agar membantu anak-anak dengan masalah bahasa dan bicara untuk tidak hanya diperbolehkan secara ketat menggunakan gadget tetapi juga diarahkan untuk mendapatkan rangsangan untuk mengurangi tingkat sosio-emosional yang berlebihan pada anak-anak tersebut.

Kata Kunci:

Keterlambatan Bicara, Penggunaan Gawai, Parenting, Sosial-Emosional

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INTRODUCTION

The development of technology is currently overgrowing. Every aspect of life today is very dependent on the progress and development of technological products. Entering the Industrial Revolution 4.0 era, each individual is required to understand, comprehend, and apply all forms of activities, work, and thoughts with current technological developments and advances.

Technology has extensive positive benefits, but it should also be realized that technology can have a negative impact on every user. Therefore, the technology requires a thinking level tailored to each user's capacities, abilities, and needs in its use. Technological advances can provide much convenience in helping individuals to carry out activities, which do not have to be done with excessive activity; for example, from advances in technology, individuals can order food or buy goods using technological media so that they do not need to leave the house, feel congestion, and have to pay for parking. The technological advancement products are manifold; in this paper, the use of gadgets as a product of technological advances is discussed.

A gadget is an object or item created specifically in this advanced era to help everything become more accessible and practical than previous technologies (Wahyuni et al., 2019). The gadget becomes a sophisticated and practical tool for interaction and has become a trend and necessity for all humankind. This trend not only hit some age groups just yet but also adults or the elderly (aged 60 years and older), adolescents (aged 12-21 years), and children (ages 6- 11 years) who use these gadget media (Saroinsong & Khotimah, 2016). Besides, the gadget is a modern communication with many advanced functions. This tool is a small electronic device with various applications that simplify the way people communicate, look for information, entertainment, and do their hobbies (games) with high work unit (Sihura, 2018).

The gadget's function has now changed to a smartphone, where the gadget's function itself is not only a means of communication but also as a tool for various functions. The gadget can be a means of communication, looking for

information, a medium of entertainment, and an assistant that can remind the owner of all plans or schedules that have been arranged. For that, at this time, individuals are very dependent on gadgets (smartphones) for all activities carried out.

In this paper, the impacts of the use of gadgets on language and socio-emotional development in children with speech delays are discussed. One of the reasons for children experiencing speech delays is due to inappropriate parenting styles from parents and people around them, and it has something to do with the use of telecommunications media.

In times like today, many parents do not really care about parenting styles and handling stimulation, especially concerning language in their upbringing patterns for their children. They are still too focused on work, career, and personal life problems. Many end up entrusting the care of their children to their caregivers and parents (in this case, grandparents). In fact, people who are given the responsibility of caring for children cannot provide stimulation and good parenting for their children, or some grandparents give extreme care to their grandchildren, which in the end, making the children wrongly stimulated, or in other words, making the children not independent because they feel that they are all served by the people around them. This study determined "R" children as research subjects because there was a clear picture of the development of children with speech delay problems accompanied by inappropriate parenting patterns resulting in uncontrolled socio-emotional behavior.

On the other hand, language cannot be separated from human life, especially in daily activities. It can be said that language belongs to humans, which have become one with themselves. Language is a tool to convey thoughts, feelings, and expressions and interact with people and the environment around them (Fitriyani et al., 2018).

Language development is an essential factor in every child's development process. Language can be interpreted as children's expression of feelings, emotions, and attention to their environment. Language skills in children are vital needs. Therefore, support from parents, family, and those around them

who can provide stimulus to children is very necessary so that they do not experience delays in language and speaking.

Lack of a good stimulus from the environment ultimately has a big influence on the development of language and speech, which in turn causes children to experience language delays and speech delays. Excessive use of gadgets will cause problems for a person. In this study, the main causative factor is the excessive use of gadgets to negatively impact children's pronunciation in communicating (Tartila, 2017). It is also the main factor in the data that the researchers found in this case.

Besides, speech disorders in children are children's inability to express the conditions they want. The way to express their desires is by expressive language, which in turn influences children's socio-emotional behavior with their environment (Rajesh & Venkatesh, 2019).

Language development and socio-emotional are closely related to social skills possessed by children because social skills include the ability to communicate, build relationships with others, respect themselves and others, and the ability to give and receive food back from other people. On the other hand, emotionally disturbed children show excessive behavior in expression, with negative emotions, such as throwing tantrums, shouting, and acting impulsively (Fitriyani et al., 2019).

Language disorders are divided into two: disorders due to medical factors and social-environmental factors. Medical factors are disorders, either due to abnormalities in brain function or speech organs. Meanwhile, the disorders caused by the social environment is the environment in which it is not natural, such as inappropriate parenting and community environment.

Meanwhile, poor parenting practices by caregivers will increase the risk and severity of speech disorders in children (Suparmiati et al., 2016). The participation of parents is also very influential in the development of language and speech in children, as in previous research. Findings suggest that the role of parents is important in the children's supervision. A family needs character and personality education. Moreover, parents can also act as

counselors for their children at home (Suryati, 2020).

Apart from these factors, the speech delay is also influenced by excessive gadget use; the media allow a person to carry out a social interaction, especially for social contact or communicating with one another without difficulty, where only by using a gadget, a person can interact with other (Novitasari & Khotimah, 2016).

Therefore, the purpose of this research is that parents or people around the children can provide a lot of good stimulation for children's development, not only to allow children to use a lot of media devices, and so that two-way communication can occur so that children can communicate with other people around him. It is related to how the impact of the use of gadgets on children's language development, involving the children's socio-emotional influences, and how the handling is carried out. Gadgets can cause children not to focus and concentrate on many things and are difficult in controlling their emotions, especially if the gadget use is to view not useful content.

Furthermore, children who use the gadget too often without guidance will experience various speech disorders. This interference is the effect of indiscipline and poor management of gadget use. The influence of gadgets on children's speech raises the following disorders: (1) speech disorders: (a) mutism, (b) spoiled, (c) stuttering, and (d) emotional and (2) thinking disorders: (a) senile and (b) depressive (Aswadi, 2019).

METHODS

The approach used in this research was descriptive qualitative, and the method used was the case study method. Qualitative research is defined as a research method based on the philosophy of post-positivism; used to examine the conditions of a natural object (as opposed to an experiment), where the researcher is the key instrument; the sampling of data sources is done by purposive and snowball; the data collection technique is carried out by triangulation (combination) between inductive/qualitative data analysis; qualitative research results emphasize meaning generalization.

Data collection techniques in this study were interviews, observation, documentation, and field notes. The authors took a single subject, namely a child aged 9 years, who was already attending grade 3 SDS Bangun Mandiri Jakarta. Data were obtained by researchers from the study subject's parents when the research subject was two years old. At that time, the child was diagnosed with a speech delay disorder due to the influence of the gadget use in the child's daily activities, who showed very high emotional behavior, often experienced tantrums or cried without cause, was insensitive to the surrounding environment, and could not get along with peers. It raised the stigma that the child was hyperactive, but in fact, this study's subject experienced language and speech delays so that the child did not have a vocabulary that could be used in communicating with the surrounding environment.

This study employed data analysis techniques with the Miles and Huberman model, consisting of three types of activities in qualitative data analysis: (1) Data reduction is the process of selecting, focusing on data, simplifying, abstracting, and transforming raw data into records filed in writing; (2) Data presentation is a process of describing the model as a collection of information to be presented; (3) Conclusion drawing is an activity that takes a single focus, which is the research result.

Table 1. Descriptive Questions and Observation Guidelines

Element of Observation	Focus of Observation
Medical Background	a. What is the initial diagnosis? b. What causes the speech delay? c. What actions are taken? d. How is the handling process?
Speech Therapy Background	e. What is the initial diagnosis? f. What actions are taken? g. How is the handling process?
Background on Sensory Integration Therapy	h. How are interactions with children as an initial diagnostic effort? i. What is the stimulation given? j. How is the handling process?

School Background	k. How do teachers make verbal communication? l. What are the difficulties or obstacles in establishing communication with children who have a background of speech delay? m. How is the application of subjects capable of processing language skills and speech?
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This table was used as a guide for conducting interviews with sources determined by the author. This guide was useful as the data source in this paper, which explained the research subject's background, starting from the medical background with the resource person being a doctor, in which the research subject came for an initial diagnosis regarding why he could talk late. Then, there was the therapeutic background, in which the research subject did speech therapy and language. It was followed by interviews with sensory integration therapists, in which research subject conducted therapy to train his senses because it was the most important thing in helping him practice language and speaking skills with good sensory balance. In this case, successful treatment of speech delays requires good collaboration between speech therapy and children's rehabilitation at home with parents' help.

For this reason, the involvement of parents greatly affects the success in handling children with speech delays (Jane & Tunjungsari, 2015). Finally, the authors conducted interviews with the school background where the research subject attended school. Researchers conducted interviews with school teachers who educated him at school. From several backgrounds used as sources of interviews, the authors could get information about the child's social, cognitive, and behavioral development in the family, environment, and school.

RESULTS AND DISCUSSION

Medical Background

Based on the in-depth interview results with several sources using a structured interview guide, it was found that in the research subject's medical background, the

first diagnosis from the neurologist who handled stated that the study subject had PDDNOS (Pervasive Developmental Disorder Not Otherwise Specified). It is an initial condition when a child is declared to have a speech delay, where the child shows prominent disturbances in communication aspects and social interactions. Children with PDDNOS experience delays in language development, so they do not experience the "babbling stage". The babbling stage problems are that they are not used to using and understanding body language, cannot react to social situations, and use language or words that are inconsistent with what is being taught daily. Children with PDDNOS syndrome usually repeat something said by the interlocutor but do not understand the intent and purpose because there is no eye contact with the frequency and focus when invited to speak with the interlocutor (Fimawati et al., 2017).

Speech Therapy Background

The interview results with speech therapy stated that this study subject experienced speech delays caused by a lack of sufficient stimulation from his family and people around him. From the observations, the speech therapist also stated that the child had a very shallow focus. It was the effect of too much one-way focus on the gadgets that were often used in everyday life. Armed with the neurologist's diagnosis results, it became the main basis in determining the selection of learning tools, methods, and media, used in therapy to train the research subject's speech.

Background on Sensory Integration Therapy

In the implementation of speech and sensory integration therapy, it should be given to children as early as possible. Speech and sensory integration therapy in children who speak late has an important and very decisive role in children's language and motor development (Sunanik, 2013).

School Background

The next in-depth interview was with a school background. The interviewees were the research subject's schoolteachers, who knew directly through teaching and learning

activities at school. From the results obtained, according to the teacher's observations, the research subject experienced difficulties in communicating, both in the classroom with the teacher and with their peers. It caused the difficulty of research subject to get along with his friends at school.

Discussion

Based on the research carried out, child's language development could affect his socio-emotional. The child's socio-emotional effect on the child's behavior, in this case, tended to be a negative. In this study, the researchers concluded that the research subject's language development affected his socio-emotional level in interacting with the surrounding environment, and the cause of the speech delay experienced by the research subject was due to the parenting style and improper stimulation. It is important to come together as parents, teachers, and therapists to help society "wake up" and see the devastating effects technology has, not only on children's physical, psychological, and behavioral health but also on their ability to learn and sustain personal and family relationships (Gani, 2016).

In this case, mistake in parenting made by parents was not providing developmental stimulation that could hone the child's abilities, especially in speaking and socio-emotional control. The research subject was only given gadgets to be happy in their own way, without proper supervision by their parents. It caused the child to get more entertainment from using these gadgets. In fact, in the use of unsupervised gadget, the child would be free to use it to see not necessarily good things for their age development so that the research subject got influence on socio-emotional, namely the language and speech delay. It could affect character, habits, and behavior that tended to lead in a negative direction.

Several previous studies have stated that language and speaking skills in children are influenced by several factors. It inspires the writers to know more about the factors of language and speech, from cause to effect. Putri Hana's research (Pebriana, 2017) concluded that the use of gadgets in children could reduce their social interactions in everyday life with parents, peers, and the

community. Also, the role of parents to discipline the use of gadgets is so that children do not experience dependence, which causes a negative impact on children's development in social life.

In another study by Pebriana, (2017) stated that children will not be addicted to gadgets if the role of parents prioritizes children's development. The role of parents must use smart parenting to influence children's intelligence. Other studies' results also showed that the children's emotional dysregulation is influenced by the level of gadget use in early childhood. It has implications for parents' understanding of children's behavior in using smartphones (Rachmat, 2021). However, the study also revealed that the use of gadgets had a positive effect of 8.2% on the socio-emotional development of early childhood in group B in Tasikmalaya City (Radliya et al., 2017).

Therefore, the authors could conclude that excessive use of gadgets can affect the children's socio-emotional, especially children with speech and language delays. The use of gadgets can also cause a child's interaction with the environment and peers to be less good due to communication problems that cannot be well established because of the child's lack of vocabulary to communicate. For this reason, there needs to be a synergy between children, parents, and the surrounding environment so that they can guide and direct children to continue learning and communicating, not only with the media of gadgets but also with the surrounding environment. Especially in children with speech delays, it is necessary to always be directed and given a good stimulus so that they can develop according to their age.

CONCLUSION

This study's conclusion is that language development in children is influenced by many things, especially (1) family parenting and (2) stimulation provided, both from the family and the surrounding environment. Both will affect a child's socio-emotional behavior. For this reason, an appropriate intervention program is needed by consulting to the appropriate expert to assist in a stimulation program based on the disorder experienced by a child. Then, it is followed by providing therapy according to the

child's needs. Reducing the use of electronic gadgets or media that can affect children's development can be done. In this case, the family environment is a determining factor in the success of providing stimulation and parenting that must follow the children's stage of development, age, and needs.

From the research results conducted, language development has a major effect on children's psychology, academics, cognitive, psychomotor, and motor skills, while socio-emotional affects children's behavior. From this study, the authors found many things that can influence a child's language development and psychological influence on the child's behavior with the surrounding environment. Children with speech delays appear more active in their expressive language (behavior that leads to a negative direction) because they cannot express it in words that can be understood by those around them. The authors saw that children with certain disorders, such as speech delays, are considered to be children with a problem that can interfere with the teaching and learning process at school because these children are easier to express their emotions due to their language limitations. Therefore, to overcome this, cooperation between schools, parents, and the environment is needed to help improve the fluency of communication between children and their environment so that children with language and speech problems are not only allowed to be cool with devices but should be directed to can get a good stimulus by parents, environment, and peers at school and reduce excessive socio-emotional levels in these children.

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