The Effect of Watching Screen (Screen Time) In Children's Expressive Language Development
(Case Study of Children Speech Delay) In Khalilah Islamic Daycare & ELC Year 2019

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Abstract: *The problem in this study was the case of two children who experienced a speech delay. Both respondents are screen time users (screen time) in high intensity. Researchers suspected there were impact of a screen staring habit with the development of the child's expressive language. This research was conducted to know the truth about the impact of staring at the screen on the development of expressive language of child speech delay in Khalilah Islamic Daycare & ELC year 2019.*
This research used qualitative research case study, implemented in the Islamic Daycare & Early Learning Centre, Jl. Pendidikan Krakatau No. 3 Medan in February to April 2019. The subject in this study was two children who experienced a speech delay, namely Respondent A, a 4 years old boy, and a 2-year-old girl B. The informants of the study were the parents of both respondents, teachers and accompanying older brothers. The methods used in this study were interviews, observations, and documentation. The analytical techniques used interactive data analysis models, the steps taken are data collecting, data reduction, data presentation and withdrawal of conclusions.
The results of this research showed that staring at screen time has an impact on the development of expressive language of children experiencing speech delay. This is evidenced by the increasing development of the significant expressive language experienced by respondents after the screen usage intensity is reduced than usual. Data obtained through observation shows developments in expressive language. And with the reduced duration of screen use, the motor and social aspects of children also developed. In the results of interviews with parents, parents admitted that there was a reduction in screen time duration on both respondents despite not being too significant in respondents B. This fact is in line with the development of expressive language of respondents A and B which are obtained through interviews with the teachers/sister in the Islamic Daycare Khalilah & ELC.
Keywords: *Impact of staring at the screen, Language development*

I. Introduction

The Golden Age is the child's golden period in its brain development. Childhood experiences can affect the development of child brain. If early in the child got a good stimulus, then the development of the next child will develop optimally. Stimulation or stimulus will be gotten a lot by children through interactions with the environment.

In this age, millennials spend more time staring at screens even hours to entertain themselves or just have fun. Parents at this time have been very literate with technology, and the negative impact is, the technology is used as a means that can "nurture" the child to remain in place for longer. Children are no longer interested in the outside world. Consequently, the child does not get enough stimulus to be able to thrive.

Almost every individual from children to parents now have a mobile phone or a smartphone. In an online article published by Kominfo.go.id, the Digital Marketing Research Institute Emarketer estimates that in 2018, number of active smartphone users in Indonesia are more than 100 million people. Of course this not only happens for no reason because the power consumption and needs of today's society has been very much different than the decades back. Based on studies conducted by the Ministry of telecommunication and info, found that 98 percent of children know about the internet and 79.5 percent of them are internet users. This is not a slight amount because 98% means also that almost all children in Indonesia become active users of smartphones or gadgets.

Children who are left exposed to the screen for too long, do not have too much time to interact with others, so most likely the child is experiencing interference in communicating especially in terms of expressive language development (Speaking).

The development of language is very closely related to cognitive development. High low ability of individual cognition will affect rapid development of individual language. Piaget (In (Maier, n.d.) 22) states that human cognitive development has always been related to 4 things, namely: 1) maturation of bodily process (body maturity), 2) Experience, 3) Social Transmission (social transmission), 4) Equilibration (equivalent).

Maturation of bodily processes (differentiation of nervous system), which is the maturity of the body (related to the nervous system). The maturity of the body is closely related to motor. Thus, the initial point of the development of one's language is in its motoric development, since cognitive abilities are strongly influenced by motor development.

Here is the importance of children doing sensory-motor activities that can improve their ability to speak. The child who was given the gadget and left staring at the screen for a long time did not have the opportunity to do activities related to his motoric. So most of the children who are given gadgets or television the development of their motoric lags compared to their age.

Some cases regarding the negative impact of this smartphone often befall children. In general they very enjoy using smartphones in their daily activities both at home, school environment and also children's play environment, so that some children tend to feel comfortable enjoying the games that offered by gadget than playing with their peers in the home environment.

The use of gadgets is very worrying considering many early childhood children who use gadgets in their daily life. The child will reduce his interactions with others. The lack of child interactions can interfere with the language's development, because through interactions with the environment, the child gets a lesson on how to pronounce correctly in speech.

Researchers found one of the cases to be described in this study, where the respondents of a 4-year-old and 2-year child. First responders are the ones that can be said to be addicted to gadgets and television. He spent more time in front of the screen and played gadget than interacting with others. The background of both parents is a worker who every day should work until night. The busyness of parents is also one factor of a child being a gadget addict.

Over time, respondents became accustomed to playing and staring at the monitors to fill their spare time (before entering the daycare). The parents of respondents had not yet realized that something was wrong in his child's speaking ability. Until his son grows to age 4 years old and can only pronounce a few words with less obvious pronunciation.

This case is only known when the respondent entered the Islamic Daycare and Early Learning Center. The expressive language development of respondents is not equivalent to children of their age. This also inhibits the development of social respondents. He played more of his own and had a fairly high egocentric level. This is due to the environment that does not understand how respondents desire because of its limitations in speaking.

Another case that researchers find has almost the same characteristic as the first responders. The second respondent was a 2-year-old daughter. Not much different from the first Respondent, the second respondent also had both parents working full time. The bustle of parents is the reason why respondents often use gadgets as her playmates. Thus, the language development of respondents became obstructed compared to their age. In fact, children have the potential for language that can be developed with age.

The potential language that children have since birth can be obstructed when the child is less engaged with the surrounding world. Parents are busy working and choose gadgets as children play friends so that children lack the role model in speaking because the child has no other person who invites them to talk. It is what triggers the child to be more comfortable staring at the TV screen or gadget. Although the child is watching a TV series that is rich in language and may be enriching his vocabulary, but pre-linguistic children still need guidance and modeling about how the sound can be pronounced from the mouth.

The correct pronunciation of the letter and word is obtained by the child from seeing and imitating the surrounding environment. More and more opponents, the richer the language obtained by children, receptive and expressive. In addition to the environment, factors that greatly affect the development of children's language is the habit of children and parents themselves. Children who are accustomed to staring at the screen will experience an explosive language disorder because of the absence of a model in pronunciation of the word.

From this, researchers want to research children experiencing expressive language disorder that is suspected to be caused by staring at the screen of gadgets/TV.

II. Theory Study

1. Impact of staring at the screen

Influence is the power that exists and arises from something (people) that contribute to the character, beliefs or deeds of one person. According to Ayoubi (2017:9) influence is a circumstance where there is a reciprocal relationship or causation relationship between what affects with what is influenced. Thus, the sense of impact can be generalized as a result or influence when one does something, will get positive and negative consequences. Then staring at screen (screen time) interpreted as an activity to see and pay attention to the screen of a technological tool carefully and in a long time. According to Syahidah (2016:11), Screen time is the time used for individuals exposed to electronic media such as TV, Gadget, and computer.

From the opinion above, researchers then concluded that the impact of staring at the screen was interpreted as a result of viewing and observing the screen thoroughly and with a certain time.

The higher the duration of the child doing screen time, the more negative the impact is inflicted. A recent study in the article (TheAsianParent.com) found the correlation between watching too much television (including also watching on laptops, smartphones, and tablets) with the readiness of children entering kindergarten, namely the ability to count, write and social and cognitive competence.

Parents should know the right intensity and duration for the child in staring at the screen. Quoted from one of the online articles (mommiesdaily.com), (American Academy of Pediatrics, 2016) or AAP has issued a release regarding the screen time rules for children. AAP issued 5 points of recommendation for parents:

1. For children under 18 months, it is forbidden to use gadgets of any kind, except video-chatting. Meanwhile, parents of children aged 18 months to 24 months who want to introduce digital media, should choose a high-quality program. And do not forget to accompany your little one while watching the impression, while giving a sense of the impression that the child is looking at.

2. For children aged 2 to 5 years, limit 1 hour per day, and only for quality programs. Parents (still) must accompany the child, to help them understand about what they see. It's great if mommies can give you a real picture going on around them.

3. For children 6 years of age and older, specify their time limit using digital media, and the media type used. And be sure, gadgets do not take a portion of sleep time, physical activity and other good habits that support the health of the child.

4. Create a moment of togetherness, without gadgets. Examples of dinner together, driving together. Or enough at home alone, gathered above the bed.

5. Familiarize with regular communication, about the rules and safety of becoming an online media user. And how to treat others well, whether it is when communicating via online or offline media.

2. Language development

Development is a continuous change experienced by every human being. (Bawono, 2017) stated that the developments continue to occur slowly through the period of time that occurred since the infant is still in the womb until old age. Furthermore, (Rusniah, 2016) suggests that development is a process of change in which children learn to control higher levels of various aspects. So that developments can be interpreted as a change in the higher direction that is continuously experienced by humans from various aspects of life.

Language is one of the areas of development of basic skills that are important in kindergarten education. Language is the primary communication tool for a child to express their wishes and needs. Therefore, it is important for parents to know and accompany children's language development.

The concept of the language is further elaborated by Stanford-Binet (In (Bawono, 2017) stating that the language skills that a child has can be seen from his verb reasoning. Verbal reasoning includes vocabulary, absurdities (the ability to see a concept in a particular context), verbal relations (the ability to find relationships between objects or events) and comprehension (understanding the meaning of words).

Thus, the development of language can be interpreted as a continuous change to the higher level that the child has experienced in understanding and response to others in both verbal and non verbal form. Early childhood may have proficiency in speaking, but not necessarily he understands the concept of what he is talking about. Because the development of language is gradual.

A. Stages of early childhood language development

In the development of the language, early childhood has its own stages that can be classified by age. In each stage, the development of the linguistic has characteristic or a characteristic that can be identified to measure how far the development of children's language skills.

Early childhood language development, especially kindergarten children have their own characteristics. In this study, researchers divided the characteristics into 2 according to the subject of the research taken, namely:

1. Characteristics of language proficiency children aged 2 years (RI, 2014) answering questions with simple sentences

A. Implement one simple command

B. Use the word short and easy to express his wishes
C. Say two or more words about a particular object or action.
2. Characteristics of language proficiency children aged 4 years (Jamaris in (Rusniah, 2016)
A. Rapid development in children's language skills. Children can already use sentences well and correctly.
B. has mastered 90% of the phoneme and syntactic of the language used.
C. Can participate in a conversation. The child can already listen to others speaking and responding to the conversation.

Children are not immediately able to pronounce sentences. Language can also be interpreted as a symbol of expression. Bates (Charman & Stone, 2006) revealed that before using words, children used the repetition of sound and conventional movements to express intent, reflecting the development of their knowledge of the sharing of meaning.

Bates (Charman & Stone, 2006) continued, intentional early movements and voices were a form of pre-symbolic communication and were the basis for the emergence of first words and transitions to symbolic forms of communication. The development of children's language will certainly continue at higher levels. The child will experience "vocabulary burst" or a blast of vocabulary. The explosion of vocabulary defines the development of vocabulary in quantity with a number of qualitative changes according to the development of children's language skills.

Therefore, the stage of language development in the overall child can be sorted from the stage of the Pre-symbolic language, namely using movement and sound as a form of communication before into the symbolic stage. Which in the symbolic stage of the child begins to learn word per word then the "vocabulary burst" is a further quantitative and qualitative development.

3. Expressive language

Man communicates in two ways, speaks and hears. First, the receptive language, which is to hear sound and sound, then means what he hears. Secondly, children also have expressive language skills. Masykouri (2011:9) States that children are able to make their own voice or sound so that they can communicate with others. Dhieni (Anggalia, 2014) states that the spoken language or expressive language is the language produced using the Organ Of Speech with the phoneme as its basic element. Spoken languages include pronunciation, grammar (word shape and sentence order), and vocabulary.

Referring to the above statements, expressive language can be interpreted as the ability to make sound or sound from the speech tool so as to communicate with others.

Typically, the receptive language proficiency develops first compared to expressive language. The child understands many words that are heard and shows the understanding of the word, even if it is not yet able to pronounce it. For example, babies will smile or look when parents call their name, be able to do the requested, or notice parents when talking to others. That's a sign, the child has the passion to respond, although not yet able to speak.

Expressive language appears first as a relatively independent activity, including as a play itself, as a companion to other habits, or as a social response with no specific communicative aspects. Gesell (Brearley & Gesell, 2006) mengungkap bahwa kata-kata awal dan kalimat pendek selalu diikuti respon sederhana terhadap objek atau situasi; Stories from simple experience formed between 2 and 3 years. Children will bring up their initial words while playing. Simple responses like gesture are used by the child in joining the Expressionism language. For example, a child shook the head to say "no" or would have a thumbs up to reveal the word "good".

Children naturally learn the language of his interactions with others to communicate, which is to express their thoughts and desires and to understand the thoughts and wishes of others. Therefore, Anggalia (Anggalia, 2014) concludes learning the most effective language is by associating and communicating with others. Children's language development patterns are mostly only for children interacting, conversational or dialogue with adults.

This activity can make the child get a language model, broaden understanding, include expressive vocabulary and motivate children in interacting with others or social life. Speaking expressive or revealing language for a child means not only a voice or a sound but how the child expresses desire, need, thoughts and feelings to others orally.

III.   Research Methods

1. Types of research

To facilitate researchers looking for facts and truths in research, researchers conducted methods to clarify the flow to be implemented in research. It is related to the problem of using gadgets in the field. The method used in this research is qualitative with case study approaches. The impact of using gadgets on the development of child expressive language was the focus on this research. The study was conducted with a case

study approach, in which the researcher would study a case on the phenomenon or Speech Delay in children. Researchers suspect the correlation between the use of gadgets on the development of expressive language of children experiencing Speech Delay. Researchers examined deviations against fairness in terms of the development of expressive language. Therefore, it can be said the approach in this study of retrospective type. A retrospective case study (Retrospective Case Study), which allows a follow-up of healing or improvement of a case (treatment). Endraswara (Rahardjo, 2017) argues that healing does not have to be done by researchers, but by others who are competent. Researchers only provide input from the research results.

2. Research subjects

The subjects in this study were children in the Islamic Daycare & ELC, and focused on two children with speech delay cases, respondents A and respondent B.

Respondent A was a 4-year-old boy who has a history of speech delay since the age of 2.5 years. Researchers had known the development of respondents A since the age of 2.5 years and found the fact that the development of the expressiveness language is very late where respondents can only say 1 word at the age of 2.5 (measured by child development tasks By (RI, 2014) on his return from Daycare, he was given the opportunity to use gadgets to watch animated videos on YouTube. Researchers suspect, this habit had often been done when the child at home even before the child entered the nursery.

Then, respondent B was a 2-year-old girl. She was 1.8 years old when she first entered the nursery. At that time, there were no words whatsoever she could say. She was only muttering or crying when she wanted something. This is a partial language that is experienced by respondents B, where the child is already able to say a simple word (single word). Researchers watched several times, the parents of respondents B gave a video watch from gadgets as if it were the needs of their child to be fulfilled every day. This is the basis of the alleged researchers regarding the impact of screen time on the development of child expressive language. So the researchers set A respondent and B respondents to be subjects in the study.

3. Data Collection Techniques

Data collection is a systematic procedure and standard for obtaining the necessary data there is a link between data collection methods with research problems that want to be solved, in this research researchers use three kinds of techniques Data collection, interviews, participative observation, and documentation.

4. Data Analysis Techniques

Data analysis is the most important step in every research and is at the most difficult. Because, from this stage will be obtained important information in the form of research findings. Data analysis failure means overall research failure. Stake (in Kusmarni, 6-7) reveals four forms of data analysis and its interpretation in case study research, namely: 1. Category collection, 2. Direct interpretation, 3. Forming patterns, and 4. Generalization of naturalistic.

here is the *flowchart that explain about the data analysis of this research* :
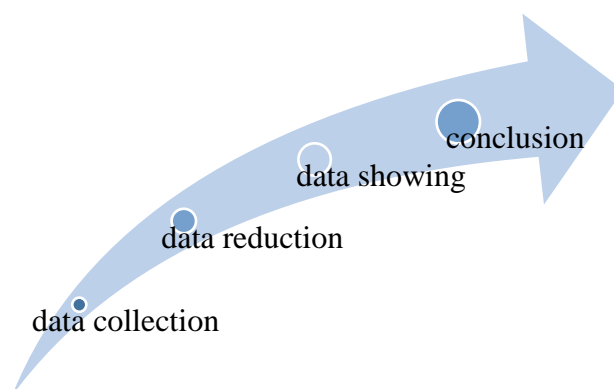
IV. Discussion of research results

Based on data that has been obtained through observation, interviews, and documentation, this section would cover the results that have been obtained. The findings of existing research are the influence of screen time on the development of expressive language of children who experienced speech delay in Khalilah Islamic Daycare & Early Learning Centre. This study involved two respondents, namely respondents A and B-respondents. Based on observation data and interviews, it was found that both respondents had a long screen staring history and had a late Speech delay.

A respondent

Respondent A was known to have a speech delay from the age of 2.5 years, precisely when his parents decided to enter A respondent to A nursery. At that time, it was known that respondent A could only say the word "Mama". Meanwhile, according to Feit (in Indriati, 2011:28) The development of child expression language 2.5 years old can already say 200 words. This is a delay experienced by A respondent in the case of expressive language the first time the respondent enters the daycare.

At that time, respondents A was known to have been doing screen time for 2 hours each day in the morning and evening starting from the age of 1 year. With this duration, respondent A can be classified as a screen user with high intensity.

The expressive language capabilities of respondents A at the age of 2.5 years gained through observation and interviews will describe the following researchers:

Table 1.1: The expressive language ability of A respondent (before)

Vocabulary	Attitude
Mama	- Attract others If they want something -Only silent when asked to impersonate a word -Talking with Babble "Dadadada" -Do not understand the word prohibition like "do not" -Tantrum when not understood -More often impersonate the word, for example "susu(milk)" is pronounced "cu".

With the behaviour and vocabulary of respondents A at age 2.5, respondents can be categorized as a speech delay child due to the expressive ability of the respondent A does not match the same age child. According to Feit (in Indriyati, 2011:28) language development of children aged 2-2.5 years is as follows:

Table 1.2: Language development (adapted from Feit (in Indriyati 2011))

Age	Receptive language	Expressive language	Social skill
2-2,5 years old	-understand the concept of "one" and "all". -Understand 500 words - Understand the concept of small and large	-master 200 words -Eliminate some final consonants -Replace W with R (Wed for red), and reduce mixed consonants like: nake for Snake. -Start asking and answering questions "what" and "where" Using multiple noun plurals	- ask for help brushing the teeth and go to the bathroom -Sing familiar songs with adults

At the age of 2.5 with high screen usage intensity, respondent A experienced an expressive language ability far from normal (speech delay). Further researchers would elaborate on how the expressive language development of respondents when the screen time has been minimized its use in respondents A after Reponden entry to daycare for ± 1.5 years.

The intensity of screen usage in respondent A was considerably reduced than before. The use of screens in respondents was 1 hour and is performed only 1 time a day that is at night after the daycare.

With intensity that has been considerably reduced from earlier for 1.5 years, the expressive language development of respondents A has seen a lot of progress. The vocabulary of the A had increased, but the spoken word often loses its initial letter or is pronounced with the prefix H. In addition to the development of the motor aspect of the respondent although it can still be said lagging than their age. Indriati (2011:38) reveals that late-speech developments are often also accompanied by the development of sensory, motor, perceptual motor which is also delayed. Thus, the development of language is closely related to motor development.

So, by looking at the significant developments from the beginning using a high-intensity screen and then reduced the duration down to a low level, researchers saw a strong influence between the screen-staring habits of Expressive language development of respondent A.

B Respondents

Respondent B had an expressive language ability that was left behind by her age. Upon entering the daycare precisely at the age of 18 months, the respondent did not appear to have an expression for the feelings she had. In addition, respondents had not been able to pronounce a word at all. Respondents also did not show any response or reciprocal when asked to speak. What the respondent did when she wanted something by moving her lips or flickering.

At the age of 18 months, a child can have at least mastered the words he used for the day. This is in line with the opinion of Feit (in Indriati 2011:28) describing the development of expressive language of children

aged 18-24 months is able to say 50 words. With the ability of respondent B, it can be said that respondents experienced speech delay or late speaking.

Respondent B has a habit of staring at the screen of age less than 1 year. It is given a duration of 2-3 hours or even more in the mornings and afternoons. The giving of screen to respondents was strongly supported by the parents, because the parents of respondents had the purpose of developing the NAM aspect of the respondent through an educational video watch. However, something exaggerated will certainly have a bad impact for the user. With the duration of the screen time, B respondents can be categorized as high-intensity screen users.

The expressive language ability of respondent B at the age of 18 months gained through interviews and observations of researchers described as follows:

Table 1.3: The expressive language ability of respondent B (before)

Vocabulary	Attitude
(none)	-Not eliciting expressions when interrogation with others -Follow an adult invitation without rejection -Not attempting to impersonate the word heard -Pointing according to the desired -Does not answer the question "yes" or "no" -Beckoning with your mouth or eyes when wanting something -Not crying or angry when bothered by friends

With the behavior and vocabulary of respondents B at the age of 18 months, respondents can be categorized as a speech delay child because the expressive-based ability of respondent B does not match the same age child. According to Feit (in Indriyati, 2011:28) language development of children aged 18-24 months are as follows:

Researchers saw the gap between the development of an expressive language belonging to B-respondents with a theory of the development of expressive language that should be at the age of 18 months. With this, researchers then looked at how the development of the expressive language of respondents after the capacity of the screen usage was reduced from the previous intensity. According to an interview with a parent of a B-respondent, the intensity of the screen usage in the respondent was reduced to 2 hours at night after daycare.

The reduction in duration made by parents of B respondents was not too much from the previous. Parents who do not focus on the development of children's language and consider the child was not problematic become one of the factors that can inhibit the rate of language development of respondents B. In other words, the child's closest environment was the parent did not provide the right stimulus for the child. According to Wulandari (2013:53) This is also called environmental deprivacy, which is the case where the child does not get enough excitatory from the environment.

Researchers would then outline the results obtained from observations done after the reduction of screen time duration to low intensity to respondents B within 5 months.

Developments in the vocabularies were not significantly increased, but the behavior that the respondent demonstrated shows that her receptive language skills evolved compared to the previous one. However, due to the limited vocabulary she had, the respondent was still pointing or attracting adults when she wants something. Indriati (2011:46) reveals the difficulty of expressing a frustrating language, and the child will communicate by pointing his finger, holding it down and showing how it will go or ask for what, or by not answering the question because it is not Know the answer. On several occasions, researchers saw the respondent cry long enough as the accompanying older brothers did not understand his wishes until the B-respondents slept.

So, by knowing the expressive language development of respondent B before and after reduction of screen time duration, it can be seen that staring at the screen is quite influential to the development of expressive language of respondent B. This is evidenced by the The development of vocabulary and the receptive ability of the language that respondents experienced although not very significant. Developments that are not too significant due to the duration of use of a screen that is not reduced in a massif or respondents can still be said to often look at the screen.

From respondents A and B respondents, it can be seen that screen time has an influence on the development of the expressive language of both respondents. This is evidenced by the increased expressive language after the screen staring duration is reduced by a certain span of time.

According to the data obtained in the field of observation, the expressive language of respondents A and B increases evidenced by starting the disappearance of the pointing habit when wanting something. In addition, after a reduction in the duration of the screen staring, respondents were known to perform motor activities to stimulate the development of the expressiveness language. Both A and B respondents both showed a

development in the social aspects of which both had begun to play in groups even though their role in the group was still passive.

Screen time reduction is obtained from interviews with the parents of both respondents. Parents acknowledge the reduction of screen time duration even if the B-respondent's intensity of the parsing is not very significant. The interview data with parents obtained in line with the interview data with the teacher, in which the teacher recognizes the fact in the development of expressive language indicated by both respondents. And with fewer reductions, a known development of the expressive language of respondent B was also not very significant.

V. conclusion

Conclusion

Based on the results of the research and related discussion about the impact of staring screen (screen time) on the development of expressive language of child speech delay in Khalilah Islamic Daycare & ELC in the previous chapter, it can be concluded that staring at the screen (screen time) has an impact on the development of expressive language child speech delay. This is based on the obtained data indicating the development of the expressive language of the child after the screen staring duration is reduced from the previous one.

Data obtained through observation shows developments in expressive language. And with the reduced duration of screen use, the motor and social aspects of children also develop. In the results of interviews with parents, parents admitted that there was a reduction in screen time duration on both respondents despite not being too significant in respondents B. This fact is in line with the development of expressive language of respondents A and B which are obtained through interviews with the teachers/sister in the Islamic Daycare Khalilah & ELC.

The more children stare at the screen, the more chance the child will develop an expressionless language. Because the true look of the screen is a one-way interaction without reciprocity. With the reduced time staring at the screen, the child has the opportunity to interact with others, developing social, cognitive, and motor aspects that certainly also support the development of a child's expressive language.

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