

The relationship of parent communication pattern and children aged 4 to 5 years language skills in Yogyakarta

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Abstract

Preliminary data obtained by researchers from interviews with parents in the city of Yogyakarta still found children who had difficulties in spoken language. There are still children who have difficulty pronouncing complex sentences, even though they should be 4-5 years old when they are able to use complex grammatical structures. It is also found that parents who have communication patterns in children tend to be one-way. Thus limiting children to express their opinions and desires. This study uses a quantitative correlation method, with survey data collection techniques with a questionnaire instrument. The questionnaire was made in digital form using Google Form and distributed via WhatsApp Group. The study was conducted in the scope of the city of Yogyakarta taking 135 respondents in 14 districts. The results of the calculation of the data using the SPSS program with the Product Moment technique for the correlation test get a significance result of 0.515 at a significance level of = 5% ($\alpha = 0.05$), so the research is stated to have a significant relationship. With the direction of the relationship of the two variables is a positive relationship. This means that every increase in the value of the parent's communication pattern will be followed by an increase in the value of the child's oral language ability. The open communication pattern applied by parents will help the oral language skills of early childhood, especially during 'learning from home' period.

Keywords: children aged 4 to 5 years, communication patterns, oral language skills

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INTRODUCTION

Language section is one aspect of development that has an important role. Through language a person can convey what he wants and convey the ideas he has. Understanding language according to Vygotsky in Susanto (2012), states that language is a medium for expressing ideas and asking questions, language also creates concepts in categories of thinking. Meanwhile, for early childhood, language is used as a tool for children to ask questions, express their wishes, and get information from those around them.

According to Otto (2015), language has two types, namely receptive language and expressive language. Receptive language in children refers to the child's ability to understand (oral) words conveyed through spoken and written language and the form of activity is reading and listening (listening). Expressive language is when children are able to control what they want to convey to others by using certain sounds and words in written or spoken form.

Shaumi (2020) also found the same phenomenon where researchers encountered language delays in children aged 4-5 years in Pisang Village, Kinali, Pasaman Barat Regency. The results of the observation stated that the child was less capable in spoken language with indications: (1) the child had not been able to convey his wishes, (2) had not been able to tell the activities carried out, (3) the child had not been able to explain the use of certain objects.

In line with the data found by the researcher through initial interviews with 5 parents who have children aged 4-5 years in the city of Yogyakarta. got the result that three out of five children still have difficulty in spoken language. Difficulties experienced by children include children having difficulty composing long sentences when children are talking to peers and adults, children are also not able to retell

stories they have heard or tell their own experiences to others, and children have difficulty distinguishing sounds in a word. There are still children who have difficulty speaking orally and have not reached the achievement of oral language development.

It is stated in the STPPA that the developmental achievements of children aged 4-5 years, regarding the achievement of expressing spoken language or language include (1) repeating simple sentences, (2) answering questions with appropriate answers, (3) expressing feelings verbally, (4) stating reasons on something he wants, (5) retells a story he has heard, (6) participates in other people's conversations. This shows that there are still children who have not reached the achievement of language development, especially spoken language.

Asrori and Ali (2006) explains what factors influence a child's language development, including 1) cognition factors, 2) communication patterns in the family, 3) the number of children or family members, 4) birth order position, 5) bilingualism. When viewed broadly, the most influential in children's language development is the pattern of communication in the family, because the family is the closest person to the child who will make learning about language and how to use language. Moreover, during the COVID-19 pandemic, the government made a 'Learning from Home' (BDR) policy which made children spend more time with their families. Putro et al (2020) found that children's interactions with parents during the BDR period increased because parents took part in helping children's learning, such as parents supervising children's learning processes, and providing motivation for children to be enthusiastic about learning.

Parents tend to convey messages by understanding and using a high tone and is done repeatedly, so that messages or information that are usually in the form of advice turn into an expression of anger. The results of interviews conducted by researchers also found the same thing, researchers met parents who still had poor communication patterns such as yelling when asking for help from children, when children did unwanted things such as being reluctant to go to the Koran, the mother would advise using a high tone so that angry at the child.

During interviews with parents, researchers found that parental communication patterns in children tend to be one-way, parents only give orders for children to do schoolwork, clean up toys, eat, bathe, and go to the Koran without discussing first and asking the child what he wants. Parents think that this is a rule in the house made by parents so that children are disciplined. This shows that parents tend to use closed communication patterns so that communication between parents and children is less effective. Wood in Kriyantono (2019: 67) divides communication patterns in the family into two, namely open communication patterns and closed communication patterns.

The pattern of open communication is a pattern that provides more space for children to learn to think, give opinions, and solve problems. On the other hand, in open communication patterns, parents freely provide opportunities for children to do so, so that the communication that exists will be effective communication. For example, when parents give orders, children are given space to respond without reducing respect for parents. Closed communication patterns are the opposite of open patterns where parents tend to give space limits so that children are not free to express their opinions. For example, when parents give orders, children will refuse to respond because parents do not give them the opportunity and also the rules in the house are too rigid and tend to be one-way.

Based on the background of the problem above, the researcher is interested in conducting more in-depth research on the relationship between parental communication patterns and oral language skills of children aged 4-5 years in the city of Yogyakarta.

RESEARCH METHOD

The researcher uses a quantitative research method with a correlation model. The quantitative research method is an approach based on the philosophy of positivism that is used to examine a particular population or sample (Sugiyono, 2017). In this study using a survey technique with a questionnaire tool in digital form with Google Form media.

The population in this study are parents who have children aged 4-5 years, domiciled in the city of Yogyakarta, are working from home or working at home. The sample is part of the number of characteristics possessed by the population, if a group or population is too large and large to study, it can be taken in part to represent a group (Sugiyono, 2017). Then the sample is a part that can represent the entire population. Because the population is unknown, the researcher used the Snedecor and Cochran formulas to determine the sample and the results obtained were 135 people who would be the sample in this study. The sample

in this study had the following criteria (1) had children aged 4-5 years, (2) lived in the city of Yogyakarta, (3) parents worked at home or from home.

RESULTS AND DISCUSSION

The data in this study were obtained from 135 parents' answers spread over 14 sub-districts in the city of Yogyakarta. Respondents who have participated in this study were 131 women and 4 men with parental age who became respondents in this study ranging from 22 years old to 59 years old. But the most dominating are parents aged 30 to 39 years. 50% of participating parents are carrying out WFH and 50% are housewives.

Based on data processing using SPSS, the results of the calculation of the empirical mean and the hypothetical mean on the communication pattern variable are 90.4% of parents have a high value of communication pattern and 9.6% of parents have a communication value in the medium category. Then on the variable of children's oral language skills based on the calculation of the hypothetical mean and empirical mean, 63% of children have oral language skills in the high category and 37% of children have spoken language skills in the medium category.

The normality test of the data has been carried out and the results of the asymp.sig (2-Tailed) value of communication patterns and children's oral language skills are 0.200 more than 0.05 so it can be concluded that the data is normally distributed. And a linearity test was also carried out and the result was a sig deviation from linearity value of 0.563. A value of $0.563 > 0.05$, it can be concluded that there is a linear relationship between the communication pattern variable and the oral language ability variable.

To find out whether the two variables in this research have a relationship and determine the direction of the relationship, a correlation test is carried out. Correlation test is done by using product moment technique. By using the SPSS calculation, the correlation test results between the variables of communication patterns and oral language skills resulted in a number of 0.515. Because 0,515 is the absence of a minus sign (-), it is stated that the relationship between parents' communication patterns and the oral language skills of children aged 4-5 years has a unidirectional or positive relationship. It was concluded that an increase in the value of the communication pattern variable would be followed by an increase in the value of the spoken language ability variable.

Table 1. Correlation between communication pattern and oral language skills

Correlations	Communication Pattern x Oral Language Skills	
Communication Pattern	Pearson Correlation	1.515
	Sig. (2-tailed)	.000
	N135135	
Oral Language Skills	Pearson Correlation	1.515
	Sig. (2-tailed)	.000
	N135135	

Based on Table 1 of moment correlation results, the two-way significance value between the variables of communication patterns and oral language skills is 0.00. If the sig (2-tailed) is less than 0.05 then it is stated that there is a significant correlation and vice versa if the sig (2-tailed) is more than 0.05, it is stated that there is no correlation.

Online learning that has been established by the government and has been running for more than a year has brought enormous changes, especially in the field of education. The result of this study is that there is a significant relationship between parental communication patterns and oral language skills of children aged 4-5 years which lasts during BDR. Wulandari (2020) said that the language skills of early childhood did not decrease significantly and tended to continue to increase, especially in expressive language, seen from the learning outcomes of 42 children out of 46 children did not experience a decline in language development. It is also stated that the factor that keeps children's language skills good is because during online learning, parents, especially mothers, have good interactions with children. This supports that parents who establish good communication with children will be followed by an increase in children's expressive language skills.

A study was conducted to explore what factors can affect the communication that occurs between parents and children during a pandemic. Research conducted by (Uzun, H., Karaca, NH, & Metin, 2021: 5)

after calculating the data found that the factor of mothers who did not work or housewives had a better communication relationship during the pandemic with visible children with mothers being able to support and discipline children while studying at home. In this study, 50% of the respondents or 68 parents were housewives. Judging from the scores chosen by the respondents, it shows that housewives have good communication patterns and are open to children by involving children to make decisions.

Meanwhile, 50% or as many as 67 parents who are working at home or working from home also have an open communication pattern with their children. In the research of Pratyaharani and Nurislaminingsih (2016: 1), it was found that working mothers also have good parenting patterns, seen by mothers staying in two-way communication with children and arranging good strategies for working and caring for their children. Judging from the results obtained by the researcher, as many as 50% of working parents and 50% of housewives have the same communication pattern and do not have a significant difference.

The results of Calista, R., Yeni, I., & Pransiska, R. (2019) research also said that there was a correlation between parental communication patterns and children's speech development in Raudhatul Athfal Ikhlas Gunung Pangilun Padang with a correlation value of 0.365 in the weak correlation category. . In this study, which was conducted in 2021 with pandemic conditions and learning carried out at home and 50% of parents were 68 people as housewives and 50% or as many as 67 parents who were at home and did not go out to work stated that there was a correlation. which is significant between parental communication patterns and children's oral language skills with a value of 0.515 in the medium correlation category.

Based on the theory of experts and data obtained by researchers that there is a relationship between parental communication patterns and children's oral language skills. So it is hoped that parents who work as well as housewives continue to build open communication patterns between parents and children. Because during BDR, parents also act as guides and facilitators for children's learning. Thus, even though the child does not meet friends and teachers, the child's oral language skills will continue to develop according to the stages of his age.

CONCLUSION

Based on the results of research with quantitative methods of survey techniques and measuring instruments in the form of a questionnaire, which was conducted in the city of Yogyakarta. So it can be concluded that there is a significant relationship between parental communication patterns and oral language skills of children aged 4-5 years. With a positive direction, it means that an increase in the value of the parent's communication pattern will be followed by an increase in the value of the child's oral language ability. The results of the calculation of the calculated r value data is 0.515 of 135 respondents at a significance level of = 5% ($\alpha = 0.05$), so the research is stated to have a significant relationship.

The results of data calculations explain that 90.4% or 122 parents have a high value of communication patterns, meaning that parents have implemented an open communication pattern in the family by involving children, providing opportunities for children to participate in communicating in the family. And as many as 63% or 85 children have good oral language skills such as children who have been able to identify words to use words or sentences appropriately according to the purpose.)

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