

The Role of Mother's Communication Patterns on the Children's Language Development

Gunarti Dwi Lestari^{1*}, Umi Anugerah Izzati², Dian Eka Indriani³

¹ Universitas Negeri Surabaya, Indonesia; Email: gunartilestari@unesa.ac.id
orcid: 0000-0003-4688-844X

² Universitas Negeri Surabaya, Indonesia; Email: umianugerah@unesa.ac.id
orcid: 0000-0001-5780-514X

³ STKIP PGRI Bangkalan, Indonesia; Email: dianindrian79@stkipgri-bkl.ac.id
Orcid: 0000-0002-5433-6656

Abstract: Children's language development is an important thing for early childhood development. One of the factors that can affect a child's language development is the communication of people who are closest to them, especially their mother. This study aim is to investigate the influence of the communication made by the mother of the child's language development. The research method conducted a quantitative approach. The subjects in this study were 126 mothers with kindergarten age children, who live in Surabaya. Data collection methods were done by using the scale of communication patterns and the scale of language development. The data analysis technique used in this study is a linear regression analysis using the SPSS program. The result of this study indicates that there is an influence of the mother's communication patterns on children's language development. This means that mothers who have active communication patterns with children will improve their child's language development. The results of this study are expected to provide input to parents to frequently make active and positive communication to stimulate children's language development.

Keywords: *Early childhood, language development, mother's communication patterns.*

I. INTRODUCTION

The development period in early childhood is a very important phase. At this age, children will experience rapid development both in terms of physical, cognitive, emotional, and linguistic. Lenneberg (in Santrock, 2007) specifically argues that preschool years are an important time because it is at this time that languages develop quickly, never come to an end. In this preschool age, children who experience delays or disturbances in one aspect of development can influence development at a later stage, especially disorders in children's language development. Good children's language development will encourage them to get and understand a lot of information that makes children experience maximum cognitive development. Good language development in children can encourage them to understand the meaning of language so that when explained about something they are easy to understand and behave under existing rules. According to Nelson, et al (2006) language development is one indicator of the overall development of children's cognitive abilities related to success in school. Developmental delays in the early language of a child can affect various functions in daily life. In addition, it affects personal and social life, which will lead to learning difficulties, even the obstacles to working (Marisa, 2015).

Children who experience delays in speech or language are at risk of learning difficulties, reading difficulties and will lead to less overall academic achievement, this can continue into adulthood. Furthermore, adults with low academic achievement due to delays in speech or language will

experience behavioral problems and psychosocial adjustments (Owens, 2008). Language development disorders are the inability or limitations in using linguistic symbols to communicate verbally or delays in children's speech and language development abilities according to their age group, gender, customs, and intelligence (Sidiarto, 1990 in Marisa, 2015). Kustiowati (2002 in Hartanto et al, 2011) states that children who experience language disorders at preschool around 40% to 60% will have difficulty learning in written language and academic subjects. For children who are referred to specific learning difficulties, more than 60% experience speech delay (Sidiarto, 2002 in Hartanto et al, 2011).

There are several aspects of language development namely the children who can understand phonology and morphology, understand syntax, show advances in semantics, and show advances in pragmatics (Santrock, 2007). Language proficiency and speaking are influenced by intrinsic factors (from children) and extrinsic factors (from the environment). Intrinsic factors, which are innate conditions including the physiology of organs involved in language and speech skills. While extrinsic factors can be a stimulus that is around the children, for example, words that are heard or addressed to them (Simkin and Conti, 2006 in Marisa, 2015). Stimulation is the activity of stimulating the basic abilities of children so that they grow and develop optimally. Every child needs to get routine stimulation as early as possible and continuously at every opportunity that can be done by the mother, father, caregiver, and the closest people in their daily lives. Lack of stimulation can cause persistent disorders (Heleen et al, 2007).

Based on preliminary studies through interviews conducted in one kindergarten in Surabaya, there were still some students who experienced language development delays in the form of pronunciation of simple words that are not clear including the vocabulary owned by students. Delay in language development experienced by children is related to the intensity of communication made by parents and children. Communication that is often done by parents to children will stimulate children to learn languages faster. A similar statement was also stated by Gleason (2004 in Santrock 2007) states that children who get a rich verbal environment from their parents achieve many positive benefits. Parents who pay attention to what children are saying, expand their children's vocabulary, read stories to their children, and give names to objects in the environment, will provide many valuable benefits for their children even though it was not done on purpose.

The communication pattern can be defined as a form or pattern of relations between two or more people in the process of sending and receiving the right way, so the intended message can be understood (Djamarah, 2004 in Hatuwe, 2013). The communication between parents and children is said to be effective when the two parties are close to each other, mutual love and communication between the two are fun and there is openness so that an attitude of trust grows. According to Koerner, communication patterns have two dimensions and Fitzpatrick (2002) namely conversation orientation and conformity orientation. Conversation orientation refers to the openness and frequency of communication between parents and children to discover and define the meaning of objects that create social reality. This is related to warmth and supportive communication, which is characterized by attention from one to another. Conformity orientation refers to more limited communication between parents and children when parents become the authority that determines the social reality of the family (Koerner, 2014 in Pramono et al, 2017).

According to Pratikto (in Prasetyo, 2000), the communication between parents and children is a process of relationship between parents (mother and father) and children which is a fabric that can provide a sense of security for children through a relationship that allows both to communicate with each other so there is openness, confident in facing and solving problems. Therefore, the relationship can lead to pleasure, which affects the relationship better. According to Devianty (2016) mother is a person who has the role mostly in developing children's language skills. Mothers are considered the most important person in determining children's language acquisition skills because children tend to

imitate and follow in the footsteps of their parents, including language, it is recommended not to mention objects with slurred speech. Based on this reality, researchers are interested in knowing the effect of mother's communication patterns on children's language development.

II. THEORETICAL FRAMEWORK

Language development

A language is a form of communication whether oral, written or sign based on a system of symbols (Santrock, 2007). In monitoring children's development at four aspects that can be assessed, namely gross motor skills, fine motor skills, personal social and language (Hartanto et al, 2011). According to Nelson, et al (2006) language development is one indicator of the overall development of children's cognitive abilities related to success in school. Developmental delays in the early language of a child can affect various functions in daily life. In addition, affecting social personal life will also lead to learning difficulties, even the ability of obstacles to work later (Marisa, 2015). Hurlock (2004 in Restiyani et al, 2013) says that in early childhood, children have a strong desire to learn to speak. This is caused by two things, the first is learning to speak is a basic means of socialization. Children who are easier to communicate with peers will be easier to hold social contacts and more easily accepted as group members than children with limited communication skills. Second, learning to speak is a means of gaining independence. Children who cannot develop their wants and needs, or who cannot try to be understood by others tend to be needed as infants and fail to obtain the desired independence. Language development for early childhood includes four developments namely listening, speaking, reading and writing. The development must be carried out in a balanced manner to obtain optimal reading and writing development (Christianti, 2007).

There are several aspects of language development that are encountered in childhood when children start entering the early years of childhood, mastery of the system of rules governing language increases (Santrock, 2007), these are the further explanation;

1. Understanding Phonology and Morphology

Phonology is the sound system in a language while morphology is a system of meaningful units involved in word-formation. During the preschool years, most children begin to become sensitive to the sounds of spoken words (National Research Council, 1999 in Santrock, 2007).

2. Understanding Syntax

The syntax is a system that involves how words are combined to form acceptable phrases and sentences.

3. Progress in Semantics

Semantics is a system that involves the meaning of words and sentences. As children begin to move beyond the two-word stage, their knowledge of meanings also develops rapidly (Bloom, 2002; Dale and Goodman, 2004 in Santrock 2007).

4. Progress in Pragmatics

Pragmatics is a system of using conversations and appropriate knowledge related to the effective use of language in context. Changes in pragmatics also characterize the language development of young children (Bryant, 2005 in Santrock 2007). Children also differentiate ways of speaking to adults compared to peers of their age, using formal language and being more polite to adults (Shatz and Gelman, 1973 in Santrock, 2007).

Several factors can influence the development of children's language, they are biological and environmental influences (Santrock, 2007). Biological influence is the way children around the world learn languages that have amazing similarities and this is strong evidence that language ability has a biological foundation. Biological influence consists of Language Acquisition Device (LAD), Broca's Area and Wernicke's Area. Environmental influences are children's experiences, types of language learned, and the context in which learning takes place can strongly affect language acquisition (Marchman, 2003 in Santrock, 2007). Environmental influences consist of behavioral theories, conversations with people. Specifically, the researchers found that the quantity of parent-child conversation is directly related to the child's vocabularies growth and that the quantity of speech is also related to the socio-economic status of the family (Santrock, 2007).

Communication Pattern

Family communication patterns illustrate the tendency of families to develop ways of communicating that are quite stable and predictable with each other. Family communication patterns emerge from the process by which families create and share their social reality. That is, they are closely related to the most basic social functions of the family. In particular, family communication patterns result from a process of coordination without human interaction in general, and family communication in particular, would not be possible (Koerner and Fitzpatrick, 2004). According to Koerner and Fitzpatrick (2002), family communication patterns have two dimensions namely, conversation orientation and conformity orientation.

1. Conversation Orientation

The first dimension of family communication, conversation orientation, is defined as the level at which the family creates a climate in which all family members are encouraged to participate in unlimited interaction on a variety of topics. Family members are free, frequent, and spontaneously interact with each other without much restriction in terms of time spent in the interactions and topics discussed. These families spend a lot of time interacting with each other, and family members share each other's activities, thoughts, and feelings. In these families, the actions or activities that the family plans to get involved as a unit are discussed in the family, as other family decisions. Conversely, in families with low conversation orientation dimensions, members interact less frequently with each other, and there are only a few topics discussed openly with all family members. There is less exchange of thoughts, feelings, and personal activities.

2. Conformity Orientation

The second dimension of family communication is conformity orientation. Conformity orientation refers to the extent to which family communication emphasizes a climate of homogeneity in attitudes, values, and beliefs. This family trait is an interaction that emphasizes the uniformity of beliefs and attitudes. Their interactions usually focus on harmony, avoiding conflict, and the interdependence of family members. In intergenerational exchanges, communication in these families reflects obedience to parents and other adults. Families at the lower end of the conformity orientation dimension are characterized by interactions that focus on heterogeneous attitudes and beliefs, as well as on the individuality of family members and their independence from their family. In intergenerational exchanges, communication reflects the equality of all family members; for example, children are usually involved in decision making. The two dimensions of conformity orientation and conversation orientation interact consistently with each other. (Koerner & Fitzpatrick, 2006).

The Importance of Communication for Early Childhood

Communication skills are one thing that has an important role in children's lives. Through good

communication, the child can convey all his thoughts to others, both orally and in writing. Good communication skills, namely that the child's spoken and written language can be easily understood by others (Inten, 2017). Children who have good communication with their parents will be able to develop language intelligence, be able to learn about the knowledge around them, be able to build emotional-social intelligence, be able to establish family relationships, develop children's self-esteem, be able to improve children's thinking intelligence to distinguish right from wrong, develop an awareness of the environment and nature, introduce God and as a tool to solve problems (Andrianto, 2011)

III. METHOD

This research uses quantitative methods. The subjects in this study were mothers who had a kindergarten age in Surabaya. The sampling technique uses *convenience* sampling, which is a non-random sampling technique with sample criteria that are easily accessible, easily obtainable or already available (Neuman, 2013).

Data were collected using a scale, namely the scale of communication patterns and the scale of language development. In measuring communication patterns the research team developed a measuring instrument using the concept of Koerner & Fitzpatrick's theory (2002). Meanwhile, to measure the development of language researchers develop measuring instruments using Santrock's theory concept (2007). The responses for the two instruments above use the Likert scale.

The data analysis technique used in this study is linear regression analysis through SPSS assistance because the purpose of this study is to determine the effect of communication patterns on language development in early childhood.

IV. RESULTS

The numbers of respondents in this study were 126 who were mothers with kindergarten-age children in Surabaya.

Linear regression analysis was done to determine the effect of communication patterns on language development. From the results of the regression analysis with the SPSS program, the following results are as follow:

Tabel 1. Result

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.898	.182		4.931	.000
	Pola Komunikasi	.731	.057	.785	12.916	.000

a. Dependent Variable: Language Development

Source: Processed Data

The results of the analysis show that the coefficient of determination is 0.616. This value indicates that 61.6% of the variation in data on language development can be explained by variables of

mother's communication patterns. With other interpretations, it can be concluded that mother's communication patterns have an influence of 61.6% on children's language development.

T-test is used to determine whether there is a significant influence of communication patterns on language development. T-test results as shown in table 1 above that the influence of communication patterns on language development produces a t-count of 12,916 with a significance value of 0,000 which value is less than 0.05 ($\alpha = 5\%$). Thus it can be concluded that the mother's communication patterns significantly influence children's language development.

V. DISCUSSION

Data from the results of research analysts that have been obtained show that there is an influence of communication patterns carried out by mothers on language development in early childhood. It can be seen from the results of the linear regression analysis test in table 1 of the effect of mother's communication patterns on language development resulting in a t count of 12,916 with a significance value of 0,000 which value is less than 0.05 ($\alpha = 5\%$). Thus it can be concluded that the mother's communication patterns significantly influence children's language development.

The coefficient of determination is equal to 0.616. This value indicates that 61.6% of the variation in language development data can be explained by communication pattern variables. Along with other interpretations, it can be concluded that communication patterns have an influence of 61.6% on language development. It can be said if, in this study, communication patterns in the form of conversation orientation and conformity orientation can improve language development in early childhood. Mothers who have high communication patterns show behaviors such as having active communication, often interacting, discussing with each other, and having close relationships with children. This pattern of communication behavior has a major influence on language development in early childhood. Communication patterns with conformity orientation are shown by interactions that emphasize uniformity of beliefs and attitudes, avoid conflict, interdependence among family members, obey parents, and prefer to interact with one's own family rather than with other people. While the communication pattern with conversation orientation is shown by the close relationship between family members, family members interact with each other, family members are free to express opinions, conduct routine discussions and invite children to make decisions.

There are other factors for about 38.4% that can influence language development in early childhood that are not examined in this study such as biological factors consisting of *language acquisition devices* (LAD), Broca area and Wernicke area and environmental factors namely the existence of reinforcement that increases skills language (Sanrock, 2007). Hurlock (2002, in Setyowati, 2012) states that children's language development is influenced by internal factors of the child and external factors of the environment. Internal factors namely the condition of birth at birth include the physiology of visible organs, gender, while external factors include maternal age, maternal education, mother's occupation, mother's knowledge of mother's attitude, socioeconomic, learning facilities, intelligence, health, and family relations. These factors were not the focus of this study.

Children's opportunities to tell stories to communicate with others will greatly assist the development of the language. Children need to have the opportunity to talk, express ideas, and communicate with others to make an agreement (Indah, 2017). Children who have good language development will exhibit behaviors such as being able to say words clearly, can compose simple sentences, ask questions using what words, why, and how, can understand the words of others and can interact with peers without dominating to always be listened. Children who have good language development will have good social relations with people around him because the child can convey ideas or thoughts and understand the communication made by others towards him so that the child can behave following existing rules and be able to follow the process of teaching and learning at school well.

Parents and children's communication can be said to be effective when the two parties are close to each other, mutual love and communication between both of them are fun and there is openness so that an attitude of trust grows. Effective communication is based on the existence of trust, openness, and positive support for children so that children can receive well what is conveyed by parents (Rakhmat, 2011). Research conducted by Artha and Isnaini (2016) also states that parental communication interactions can prevent the occurrence of language disorders in children aged 0-3 years. Stimulation is the activity of stimulating the basic abilities of children so that children grow and develop optimally. Every child needs to get routine stimulation as early as possible and continuously at every opportunity that can be done by mother, father, caregiver, and those who are closest to them in their daily lives. Lack of stimulation can cause persistent disorders (Heleen et al, 2007).

Rodriguez and Tamis (2009) state that the quality of parental caregiver interaction plays a formative role in children's language and early learning. The amount and style of language parents use when talking to their children is one of the strongest predictors of children's early language. Children get benefit from varied adult speech exposure and rich information about objects and events in the environment. Besides, parents who contingently respond to the verbal and exploratory initiatives of their children (through verbal description and questions) tend to have children with more advanced receptive and productive language, phonological awareness, and story comprehension skills. A similar statement was also stated by Berko Gleason (2004 in Santrock 2007) which states that children who get a rich verbal environment from their parents achieve many positive benefits. Parents who pay attention to what their children are saying (though with difficulty), who expand their children's vocabularies, who read stories to their children, and who give names to objects in the environment, will provide many valuable benefits for their children, although it is not done intentionally. Slavin (2011) also said that the development of spoken or spoken language is greatly influenced by the number and quantity of conversations that parents have with their children.

Communication patterns that occur in the family can influent the development of language both the number of vocabulary or complex sentences said by children. The results of this study are also in line with research conducted by Huttenlocher (1991 in Santrock, 2007) with colleagues who conducted a study of the relationship of maternal behavior with children's language characteristics where the results of the study showed that babies whose mothers spoke more often to them had more vocabularies. In the second year, vocabulary differences become very large. The researchers found an impressive relationship between children's vocabulary size and their mother's "nagging". Babies of fussy mothers have four times the vocabulary of children who have quiet mothers. In this study mothers who often communicate with their children show improvement in vocabulary mastery.

Research conducted by (Fizpatrick & Koerner, 2004) found that mothers were more concerned about communicating with other family members and communicating values among family members. Setianingsih (2017) also revealed that mothers are dominant in verbal communication, while fathers are dominant in non-verbal communication. Mother is the person who has an important role in developing children's language skills. In this case, the mother is considered to be the most decisive acquisition of children's language skills because naturally, the child tends to imitate and follow their parents, including language, that is why, it is recommended not to mention objects with slurred speech (Devianty, 2016).

Parents who have good communication patterns with their children will provide many benefits for children, such as developing children without having any mental pressure. Mental pressure can be caused due to communication errors made by parents or other family members so that it affects the child's personality as a whole (Sari et al, 2011). Children who have good communication with their parents will be able to develop language intelligence, be able to learn about the knowledge around them, be able to build emotional-social intelligence, be able to establish family relationships,

develop children's confidence and self-esteem, be able to improve children's thinking intelligence to distinguish right and wrong, develop an awareness of the environment and the natural environment, introduce to God the Creator and as a tool to solve problems (Andrianto, 2011). Therefore, the role of the mother's communication pattern that is carried out against her child is very important to support the development of early childhood language.

VI. CONCLUSION

The results of this study indicate that there is a significant effect of communication patterns carried out by mothers in the early language development of children. This research still has shortcomings so it is hoped that further studies that wish to examine language development can expand the research subject to be more representative.

REFERENCES

- [1] Andrianto, D. 2011. Komunikasi dengan AUD. Direktorat Pembinaan Pendidikan Anak Usia Dini. Kementerian Pendidikan Nasional.
- [2] Artha, N. M. dan Isnaini, S. 2016. Pengaruh Interaksi Komunikasi Orangtua dari Kalangan Ekonomi Rendah terhadap Perkembangan Bahasa Anak Usia 0-3 Tahun. *Medical Student of FKIK UMY*. Pediatric FK UMY.
- [3] Christianti, M. 2007. Aspek-Aspek Perkembangan Pembiasaan Anak Usia Dini. [Online]. tersedia di staff.uny.ac.id/dosen/martha-christianti/aspek-perkembangan-pembiasaan-aud. Diakses 16 April 2018.
- [4] Devianty, R. 2016. Pemerolehan Bahasa dan Gangguan Bahasa Pada Anak Usia Batita. *Raudhah*. Vol 4, No.1.
- [5] Hartanto F., Selina, H., Zubriah dan Fitra, S. 2011. Pengaruh perkembangan bahasa terhadap perkembangan kognitif anak usia 1-3 tahun. *Sari Pediatri*, Vol.12. No. 6.
- [6] Hatuwe, N. Q. 2013. Pola Komunikasi Keluarga dalam Mencegah Kenakalan Remaja. *EJournal Ilmu Komunikasi*. 1 (4): 200-209.
- [7] Heleen M.E. 2007. A-Cluster Randomized trial of screening for language delay in toddlers: effect on school performance and language development at age 8. *Pediatrics*.
- [8] Indah, R.N. 2017. Gangguan berbahasa. Malang: UIN-Maliki Press.
- [9] Inten, D.N. 2017. Pengembangan Keterampilan Berkomunikasi Anak Usia Dini melalui Metode Bermain Peran. *Media Tor*. Vol 10 (1), 109-120.
- [10] Koerner, A. F dan Fitzpatrick, M. A. 2002. Understanding Family Communication Pattern and Family Functioning: The Roles of Conversation Orientation and Conformity Orientation. *Communication Yearbook*, pp. 36-68.
- [11] Koerner, A. F dan Fitzpatrick, M. A. 2004. Communication in intact families. *Research Gate*.
- [12] Koerner, A.F dan Fitzpatrick, M.A. 2006. Family Communication Patterns Theory: A Social Cognitive Approach. *Research Gate*.
- [13] Marisa, R. 2015. Permasalahan Perkembangan Bahasa dan Komunikasi Anak. *Jurnal Pendidikan Sekolah Dasar*. Vol 1, No 2.
- [14] Nelson HD, Nygren MA, Walker M, Panoscha R. 2006. Screening for speech and language delay in preschool children: a systemic evidence review of the US preventive service task force. *Pediatric*. 117: 293-317.
- [15] Neuman, W.L. 2013. *Metodologi Penelitian Sosial: Pendekatan Kualitatif dan Kuantitatif Edisi 7*. Jakarta: PT. Indeks.
- [16] Owens, R. E. 2008. *Language Development: An Introduction, 7th Edition*. Boston Pearson: Allyn & Bacon.
- [17] Pramono, F., Lubis, D.P., Puspitawati, H., dan Susanto, D. 2017. Communication Pattern and Family Typology of High School Adolescents in Bogor. *Jurnal Komunikasi ISKI*, Vol.02 (01), 2017.20-26.
- [18] Prasetyo, M. 2000. Kesehatan Mental Anak Dalam Keluarga. Semarang: FIP UNNES.
- [19] Rakhmat, J. 2011. *Psikologi Komunikasi*. Bandung: PT. Remaja Rosdakarya.

- [20] Restiyani, Lestari, S., dan Halida. 2013. Hubungan Pola Asuh dengan Perkembangan Bicara Anak Usia 4-5 Tahun TK Al-Falah Mempawah. PG-PAUD, FKIP Universitas Tanjungpura, Pontianak.
- [21] Rodriguez, E.T dan Tamis, C.S. 2009. Parents' Role in Fostering Young Children's Learning and Language Development. *Language Development and Literacy*.
- [22] Santrock, J. W. 2007. *Perkembangan Anak*. Jakarta: PT. Gelora Aksara Pratama.
- [23] Sari, A., Hubeis, A. V., dan Saleh, A. 2011. Pola Komunikasi Keluarga, Fungsi Sosialisasi dan Bentuk Komunikasi yang terjadi dalam keluarga di Permukiman dan Perkampungan Kota Bekasi. *Jurnal Makna*. Vol1. NO. 2.
- [24] Setianingsih, F. 2017. Peran Komunikasi Ayah Dalam Perkembangan Mental Anak: Studi Atas Santri Putrid Pondok Tahfidz Karanganyar. *Academica*. Vol. 1. No. 2.
- [25] Setyowati, E.B. 2012. Perkembangan Bahasa Anak Usia Prasekolah (4-6 Tahun) dengan Pendidikan Ibu. Akademi Kebidanan Griya Husada.
- [26] Slavin, R.E, diterjemahkan oleh Marianto Samosir. 2011. *Psikologi Pendidikan*. Jakarta; Indeks.

The Role of Mother's Communication Patterns on the Children's Language Development

Gunarti Dwi Lestari^{1*}, Umi Anugerah Izzati², Dian Eka Indriani³

¹ Universitas Negeri Surabaya, Indonesia; Email: gunartilestari@unesa.ac.id
orcid: 0000-0003-4688-844X

² Universitas Negeri Surabaya, Indonesia; Email: umianugerah@unesa.ac.id
orcid: 0000-0001-5780-514X

³ STKIP PGRI Bangkalan, Indonesia; Email: dianindrian79@stkipgri-bkl.ac.id
Orcid: 0000-0002-5433-6656

Abstract: Children's language development is an important thing for early childhood development. One of the factors that can affect a child's language development is the communication of people who are closest to them, especially their mother. This study aim is to investigate the influence of the communication made by the mother of the child's language development. The research method conducted a quantitative approach. The subjects in this study were 126 mothers with kindergarten age children, who live in Surabaya. Data collection methods were done by using the scale of communication patterns and the scale of language development. The data analysis technique used in this study is a linear regression analysis using the SPSS program. The result of this study indicates that there is an influence of the mother's communication patterns on children's language development. This means that mothers who have active communication patterns with children will improve their child's language development. The results of this study are expected to provide input to parents to frequently make active and positive communication to stimulate children's language development.

Keywords: *Early childhood, language development, mother's communication patterns.*

I. INTRODUCTION

The development period in early childhood is a very important phase. At this age, children will experience rapid development both in terms of physical, cognitive, emotional, and linguistic. Lenneberg (in Santrock, 2007) specifically argues that preschool years are an important time because it is at this time that languages develop quickly, never come to an end. In this preschool age, children who experience delays or disturbances in one aspect of development can influence development at a later stage, especially disorders in children's language development. Good children's language development will encourage them to get and understand a lot of information that makes children experience maximum cognitive development. Good language development in children can encourage them to understand the meaning of language so that when explained about something they are easy to understand and behave under existing rules. According to Nelson, et al (2006) language development is one indicator of the overall development of children's cognitive abilities related to success in school. Developmental delays in the early language of a child can affect various functions in daily life. In addition, it affects personal and social life, which will lead to learning difficulties, even the obstacles to working (Marisa, 2015).

Children who experience delays in speech or language are at risk of learning difficulties, reading difficulties and will lead to less overall academic achievement, this can continue into adulthood. Furthermore, adults with low academic achievement due to delays in speech or language will

experience behavioral problems and psychosocial adjustments (Owens, 2008). Language development disorders are the inability or limitations in using linguistic symbols to communicate verbally or delays in children's speech and language development abilities according to their age group, gender, customs, and intelligence (Sidiarto, 1990 in Marisa, 2015). Kustiowati (2002 in Hartanto et al, 2011) states that children who experience language disorders at preschool around 40% to 60% will have difficulty learning in written language and academic subjects. For children who are referred to specific learning difficulties, more than 60% experience speech delay (Sidiarto, 2002 in Hartanto et al, 2011).

There are several aspects of language development namely the children who can understand phonology and morphology, understand syntax, show advances in semantics, and show advances in pragmatics (Santrock, 2007). Language proficiency and speaking are influenced by intrinsic factors (from children) and extrinsic factors (from the environment). Intrinsic factors, which are innate conditions including the physiology of organs involved in language and speech skills. While extrinsic factors can be a stimulus that is around the children, for example, words that are heard or addressed to them (Simkin and Conti, 2006 in Marisa, 2015). Stimulation is the activity of stimulating the basic abilities of children so that they grow and develop optimally. Every child needs to get routine stimulation as early as possible and continuously at every opportunity that can be done by the mother, father, caregiver, and the closest people in their daily lives. Lack of stimulation can cause persistent disorders (Heleen et al, 2007).

Based on preliminary studies through interviews conducted in one kindergarten in Surabaya, there were still some students who experienced language development delays in the form of pronunciation of simple words that are not clear including the vocabulary owned by students. Delay in language development experienced by children is related to the intensity of communication made by parents and children. Communication that is often done by parents to children will stimulate children to learn languages faster. A similar statement was also stated by Gleason (2004 in Santrock 2007) states that children who get a rich verbal environment from their parents achieve many positive benefits. Parents who pay attention to what children are saying, expand their children's vocabulary, read stories to their children, and give names to objects in the environment, will provide many valuable benefits for their children even though it was not done on purpose.

The communication pattern can be defined as a form or pattern of relations between two or more people in the process of sending and receiving the right way, so the intended message can be understood (Djamarah, 2004 in Hatuwe, 2013). The communication between parents and children is said to be effective when the two parties are close to each other, mutual love and communication between the two are fun and there is openness so that an attitude of trust grows. According to Koerner, communication patterns have two dimensions and Fitzpatrick (2002) namely conversation orientation and conformity orientation. Conversation orientation refers to the openness and frequency of communication between parents and children to discover and define the meaning of objects that create social reality. This is related to warmth and supportive communication, which is characterized by attention from one to another. Conformity orientation refers to more limited communication between parents and children when parents become the authority that determines the social reality of the family (Koerner, 2014 in Pramono et al, 2017).

According to Pratikto (in Prasetyo, 2000), the communication between parents and children is a process of relationship between parents (mother and father) and children which is a fabric that can provide a sense of security for children through a relationship that allows both to communicate with each other so there is openness, confident in facing and solving problems. Therefore, the relationship can lead to pleasure, which affects the relationship better. According to Devianty (2016) mother is a person who has the role mostly in developing children's language skills. Mothers are considered the most important person in determining children's language acquisition skills because children tend to

imitate and follow in the footsteps of their parents, including language, it is recommended not to mention objects with slurred speech. Based on this reality, researchers are interested in knowing the effect of mother's communication patterns on children's language development.

II. THEORETICAL FRAMEWORK

Language development

A language is a form of communication whether oral, written or sign based on a system of symbols (Santrock, 2007). In monitoring children's development at four aspects that can be assessed, namely gross motor skills, fine motor skills, personal social and language (Hartanto et al, 2011). According to Nelson, et al (2006) language development is one indicator of the overall development of children's cognitive abilities related to success in school. Developmental delays in the early language of a child can affect various functions in daily life. In addition, affecting social personal life will also lead to learning difficulties, even the ability of obstacles to work later (Marisa, 2015). Hurlock (2004 in Restiyani et al, 2013) says that in early childhood, children have a strong desire to learn to speak. This is caused by two things, the first is learning to speak is a basic means of socialization. Children who are easier to communicate with peers will be easier to hold social contacts and more easily accepted as group members than children with limited communication skills. Second, learning to speak is a means of gaining independence. Children who cannot develop their wants and needs, or who cannot try to be understood by others tend to be needed as infants and fail to obtain the desired independence. Language development for early childhood includes four developments namely listening, speaking, reading and writing. The development must be carried out in a balanced manner to obtain optimal reading and writing development (Christianti, 2007).

There are several aspects of language development that are encountered in childhood when children start entering the early years of childhood, mastery of the system of rules governing language increases (Santrock, 2007), these are the further explanation;

1. Understanding Phonology and Morphology

Phonology is the sound system in a language while morphology is a system of meaningful units involved in word-formation. During the preschool years, most children begin to become sensitive to the sounds of spoken words (National Research Council, 1999 in Santrock, 2007).

2. Understanding Syntax

The syntax is a system that involves how words are combined to form acceptable phrases and sentences.

3. Progress in Semantics

Semantics is a system that involves the meaning of words and sentences. As children begin to move beyond the two-word stage, their knowledge of meanings also develops rapidly (Bloom, 2002; Dale and Goodman, 2004 in Santrock 2007).

4. Progress in Pragmatics

Pragmatics is a system of using conversations and appropriate knowledge related to the effective use of language in context. Changes in pragmatics also characterize the language development of young children (Bryant, 2005 in Santrock 2007). Children also differentiate ways of speaking to adults compared to peers of their age, using formal language and being more polite to adults (Shatz and Gelman, 1973 in Santrock, 2007).

Several factors can influence the development of children's language, they are biological and environmental influences (Santrock, 2007). Biological influence is the way children around the world learn languages that have amazing similarities and this is strong evidence that language ability has a biological foundation. Biological influence consists of Language Acquisition Device (LAD), Broca's Area and Wernicke's Area. Environmental influences are children's experiences, types of language learned, and the context in which learning takes place can strongly affect language acquisition (Marchman, 2003 in Santrock, 2007). Environmental influences consist of behavioral theories, conversations with people. Specifically, the researchers found that the quantity of parent-child conversation is directly related to the child's vocabularies growth and that the quantity of speech is also related to the socio-economic status of the family (Santrock, 2007).

Communication Pattern

Family communication patterns illustrate the tendency of families to develop ways of communicating that are quite stable and predictable with each other. Family communication patterns emerge from the process by which families create and share their social reality. That is, they are closely related to the most basic social functions of the family. In particular, family communication patterns result from a process of coordination without human interaction in general, and family communication in particular, would not be possible (Koerner and Fitzpatrick, 2004). According to Koerner and Fitzpatrick (2002), family communication patterns have two dimensions namely, conversation orientation and conformity orientation.

1. Conversation Orientation

The first dimension of family communication, conversation orientation, is defined as the level at which the family creates a climate in which all family members are encouraged to participate in unlimited interaction on a variety of topics. Family members are free, frequent, and spontaneously interact with each other without much restriction in terms of time spent in the interactions and topics discussed. These families spend a lot of time interacting with each other, and family members share each other's activities, thoughts, and feelings. In these families, the actions or activities that the family plans to get involved as a unit are discussed in the family, as other family decisions. Conversely, in families with low conversation orientation dimensions, members interact less frequently with each other, and there are only a few topics discussed openly with all family members. There is less exchange of thoughts, feelings, and personal activities.

2. Conformity Orientation

The second dimension of family communication is conformity orientation. Conformity orientation refers to the extent to which family communication emphasizes a climate of homogeneity in attitudes, values, and beliefs. This family trait is an interaction that emphasizes the uniformity of beliefs and attitudes. Their interactions usually focus on harmony, avoiding conflict, and the interdependence of family members. In intergenerational exchanges, communication in these families reflects obedience to parents and other adults. Families at the lower end of the conformity orientation dimension are characterized by interactions that focus on heterogeneous attitudes and beliefs, as well as on the individuality of family members and their independence from their family. In intergenerational exchanges, communication reflects the equality of all family members; for example, children are usually involved in decision making. The two dimensions of conformity orientation and conversation orientation interact consistently with each other. (Koerner & Fitzpatrick, 2006).

The Importance of Communication for Early Childhood

Communication skills are one thing that has an important role in children's lives. Through good

communication, the child can convey all his thoughts to others, both orally and in writing. Good communication skills, namely that the child's spoken and written language can be easily understood by others (Inten, 2017). Children who have good communication with their parents will be able to develop language intelligence, be able to learn about the knowledge around them, be able to build emotional-social intelligence, be able to establish family relationships, develop children's self-esteem, be able to improve children's thinking intelligence to distinguish right from wrong, develop an awareness of the environment and nature, introduce God and as a tool to solve problems (Andrianto, 2011)

III. METHOD

This research uses quantitative methods. The subjects in this study were mothers who had a kindergarten age in Surabaya. The sampling technique uses *convenience* sampling, which is a non-random sampling technique with sample criteria that are easily accessible, easily obtainable or already available (Neuman, 2013).

Data were collected using a scale, namely the scale of communication patterns and the scale of language development. In measuring communication **patterns**, the research team developed a measuring instrument using the concept of Koerner & Fitzpatrick's theory (2002). Meanwhile, to measure the development of language researchers develop measuring instruments using Santrock's theory concept (2007). The responses for the two instruments above use the Likert scale.

The data analysis technique used in this study is linear regression analysis through SPSS assistance because the purpose of this study is to determine the effect of communication patterns on language development in early childhood.

IV. RESULTS

The numbers of respondents in this study were 126 who were mothers with kindergarten-age children in Surabaya.

Linear regression analysis was done to determine the effect of communication patterns on language development. From the results of the regression analysis with the SPSS program, the following results are as follow:

Tabel 1. Result

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.898	.182		4.931	.000
	Pola Komunikasi	.731	.057	.785	12.916	.000

a. Dependent Variable: Language Development

Source: Processed Data

The results of the analysis show that the coefficient of determination is 0.616. This value indicates that 61.6% of the variation in data on language development can be explained by variables of

mother's communication patterns. With other interpretations, it can be concluded that mother's communication patterns have an influence of 61.6% on children's language development.

T-test is used to determine whether there is a significant influence of communication patterns on language development. T-test results as shown in table 1 above that the influence of communication patterns on language development produces a t-count of 12,916 with a significance value of 0,000 which value is less than 0.05 ($\alpha = 5\%$). Thus, it can be concluded that the mother's communication patterns significantly influence children's language development.

V. DISCUSSION

Data from the results of research analysts that have been obtained show that there is an influence of communication patterns carried out by mothers on language development in early childhood. It can be seen from the results of the linear regression analysis test in table 1 of the effect of mother's communication patterns on language development resulting in a t-count of 12,916 with a significance value of 0,000 which value is less than 0.05 ($\alpha = 5\%$). Thus it can be concluded that the mother's communication patterns significantly influence children's language development.

The coefficient of determination is equal to 0.616. This value indicates that 61.6% of the variation in language development data can be explained by communication pattern variables. Along with other interpretations, it can be concluded that communication patterns have an influence of 61.6% on language development. It can be said if, in this study, communication patterns in the form of conversation orientation and conformity orientation can improve language development in early childhood. Mothers who have high communication patterns show behaviors such as having active communication, often interacting, discussing with each other, and having close relationships with children. This pattern of communication behavior has a major influence on language development in early childhood. Communication patterns with conformity orientation are shown by interactions that emphasize uniformity of beliefs and attitudes, avoid conflict, interdependence among family members, obey parents, and prefer to interact with one's own family rather than with other people. While the communication pattern with conversation orientation is shown by the close relationship between family members, family members interact with each other, family members are free to express opinions, conduct routine discussions and invite children to make decisions.

There are other factors for about 38.4% that can influence language development in early childhood that are not examined in this study such as biological factors consisting of *language acquisition devices* (LAD), Broca area and Wernicke area and environmental factors namely the existence of reinforcement that increases skills language (Sanrock, 2007 should be Santrock, 2007). Hurlock (2002, in Setyowati, 2012) states that children's language development is influenced by internal factors of the child and external factors of the environment. Internal factors namely the condition of birth at birth include the physiology of visible organs, gender, while external factors include maternal age, maternal education, mother's occupation, mother's knowledge of mother's attitude, socioeconomic, learning facilities, intelligence, health, and family relations. These factors were not the focus of this study.

Children's opportunities to tell stories to communicate with others will greatly assist the development of the language. Children need to have the opportunity to talk, express ideas, and communicate with others to make an agreement (Indah, 2017). Children who have good language development will exhibit behaviors such as being able to say words clearly, can compose simple sentences, ask questions using what words, why, and how, can understand the words of others and can interact with peers without dominating to always be listened. Children who have good language development will have good social relations with people around him because the child can convey ideas or thoughts and understand the communication made by others towards him so that the child can behave following existing rules and be able to follow the process of teaching and learning at

school well.

Parents and children's communication can be said to be effective when the two parties are close to each other, mutual love and communication between both of them are fun and there is openness so that an attitude of trust grows. Effective communication is based on the existence of trust, openness, and positive support for children so that children can receive well what is conveyed by parents (Rakhmat, 2011). Research conducted by Artha and Isnaini (2016) also states that parental communication interactions can prevent the occurrence of language disorders in children aged 0-3 years. Stimulation is the activity of stimulating the basic abilities of children so that children grow and develop optimally. Every child needs to get routine stimulation as early as possible and continuously at every opportunity that can be done by mother, father, caregiver, and those who are closest to them in their daily lives. Lack of stimulation can cause persistent disorders (Heleen et al, 2007).

Rodriguez and Tamis (2009) state that the quality of parental caregiver interaction plays a formative role in children's language and early learning. The amount and style of language parents use when talking to their children is one of the strongest predictors of children's early language (Morales-Obod at all, 2020). Children get benefit from varied adult speech exposure and rich information about objects and events in the environment. Besides, parents who contingently respond to the verbal and exploratory initiatives of their children (through verbal description and questions) tend to have children with more advanced receptive and productive language, phonological awareness, and story comprehension skills. A similar statement was also stated by Berko Gleason (2004 in Santrock 2007) which states that children who get a rich verbal environment from their parents achieve many positive benefits. Parents who pay attention to what their children are saying (though with difficulty), who expand their children's vocabularies, who read stories to their children, and who give names to objects in the environment, will provide many valuable benefits for their children, although it is not done intentionally. Slavin (2011) also said that the development of spoken or spoken language is greatly influenced by the number and quantity of conversations that parents have with their children.

Communication patterns that occur in the family can influent the development of language both the number of vocabularies or complex sentences said by children. The results of this study are also in line with research conducted by Huttenlocher (1991 in Santrock, 2007) with colleagues who conducted a study of the relationship of maternal behavior with children's language characteristics where the results of the study showed that babies whose mothers spoke more often to them had more vocabularies. In the second year, vocabulary differences become very large. The researchers found an impressive relationship between children's vocabulary size and their mother's "nagging". Babies of fussy mothers have four times the vocabulary of children who have quiet mothers. In this study mothers who often communicate with their children show improvement in vocabulary mastery.

Research conducted by (Fizpatrick & Koerner, 2004) found that mothers were more concerned about communicating with other family members and communicating values among family members. Setianingsih (2017) also revealed that mothers are dominant in verbal communication, while fathers are dominant in non-verbal communication. Mother is the person who has an important role in developing children's language skills (Morales-Obod at all, 2020). In this case, the mother is considered to be the most decisive acquisition of children's language skills because naturally, the child tends to imitate and follow their parents, including language, that is why, it is recommended not to mention objects with slurred speech (Devianty, 2016).

Parents who have good communication patterns with their children will provide many benefits for children, such as developing children without having any mental pressure. Mental pressure can be caused due to communication errors made by parents or other family members so that it affects the

child's personality as a whole (Sari et al, 2011). Children who have good communication with their parents will be able to develop language intelligence, be able to learn about the knowledge around them, be able to build emotional-social intelligence, be able to establish family relationships, develop children's confidence and self-esteem, be able to improve children's thinking intelligence to distinguish right and wrong, develop an awareness of the environment and the natural environment, introduce to God the Creator and as a tool to solve problems (Andrianto, 2011). Therefore, the role of the mother's communication pattern that is carried out against her child is very important to support the development of early childhood language.

VI. CONCLUSION

The results of this study indicate that there is a significant effect of communication patterns carried out by mothers in the early language development of children. This research still has shortcomings so it is hoped that further studies that wish to examine language development can expand the research subject to be more representative.

REFERENCES

- [1] Andrianto, D. 2011. Komunikasi dengan AUD. Direktorat Pembinaan Pendidikan Anak Usia Dini. Kementerian Pendidikan Nasional.
- [2] Artha, N. M. dan Isnaini, S. 2016. Pengaruh Interaksi Komunikasi Orangtua dari Kalangan Ekonomi Rendah terhadap Perkembangan Bahasa Anak Usia 0-3 Tahun. *Medical Student of FKIK UMY*. Pediatric FK UMY.
- [3] Christianti, M. 2007. Aspek-Aspek Perkembangan Pembiasaan Anak Usia Dini. [Online]. tersedia di staff.uny.ac.id/dosen/martha-christianti/aspek-perkembangan-pembiasaan-aud. Diakses 16 April 2018.
- [4] Devianty, R. 2016. Pemerolehan Bahasa dan Gangguan Bahasa Pada Anak Usia Batita. *Raudhah*. Vol 4, No.1.
- [5] Hartanto F., Selina, H., Zubriah dan Fitra, S. 2011. Pengaruh perkembangan bahasa terhadap perkembangan kognitif anak usia 1-3 tahun. *Sari Pediatri*, Vol.12. No. 6.
- [6] Hatuwe, N. Q. 2013. Pola Komunikasi Keluarga dalam Mencegah Kenakalan Remaja. *EJournal Ilmu Komunikasi*. 1 (4): 200-209.
- [7] Heleen M.E. 2007. A-Cluster Randomized trial of screening for language delay in toddlers: effect on school performance and language development at age 8. *Pediatrics*.
- [8] Indah, R.N. 2017. Gangguan berbahasa. Malang: UIN-Maliki Press.
- [9] Inten, D.N. 2017. Pengembangan Keterampilan Berkomunikasi Anak Usia Dini melalui Metode Bermain Peran. *Media Tor*. Vol 10 (1), 109-120.
- [10] Koerner, A. F dan Fitzpatrick, M. A. 2002. Understanding Family Communication Pattern and Family Functioning: The Roles of Conversation Orientation and Conformity Orientation. *Communication Yearbook*, pp. 36-68.
- [11] Koerner, A. F dan Fitzpatrick, M. A. 2004. Communication in intact families. *Research Gate*.
- [12] Koerner, A.F dan Fitzpatrick, M.A. 2006. Family Communication Patterns Theory: A Social Cognitive Approach. *Research Gate*.
- [13] Marisa, R. 2015. Permasalahan Perkembangan Bahasa dan Komunikasi Anak. *Jurnal Pendidikan Sekolah Dasar*. Vol 1, No 2.
- [14] Morales-Obod M, Ramirez M, Satria E, Indriani, D. (2020). Effectiveness on the Use of Mother Tongue in Teaching the Concepts of Fraction Among Second Grade of Elementary School Pupils. *Journal for the Education of Gifted Young Scientists*, 8 (1), 291-304. DOI: [10.17478/jegys.637002](https://doi.org/10.17478/jegys.637002)
- [15] Nelson HD, Nygren MA, Walker M, Panoscha R. 2006. Screening for speech and language delay in preschool children: a systemic evidence review of the US preventive service task force. *Pediatric*. 117: 293-317.
- [16] Neuman, W.L. 2013. *Metodologi Penelitian Sosial: Pendekatan Kualitatif dan Kuantitatif Edisi 7*. Jakarta: PT. Indeks.

- [17] Owens, R. E. 2008. *Language Development: An Introduction, 7th Edition*. Boston Pearson: Allyn & Bacon.
- [18] Pramono, F., Lubis, D.P., Puspitawati, H., dan Susanto, D. 2017. Communication Pattern and Family Typology of High School Adolescents in Bogor. *Jurnal Komunikasi ISKI*, Vol.02 (01), 2017.20-26.
- [19] Prasetyo, M. 2000. Kesehatan Mental Anak Dalam Keluarga. Semarang: FIP UNNES.
- [20] Rakhmat, J. 2011. *Psikologi Komunikasi*. Bandung: PT. Remaja Rosdakarya.
- [21] Restiyani, Lestari, S., dan Halida. 2013. Hubungan Pola Asuh dengan Perkembangan Bicara Anak Usia 4-5 Tahun TK Al-Falah Mempawah. PG-PAUD, FKIP Universitas Tanjungpura, Pontianak.
- [22] Rodriguez, E.T dan Tamis, C.S. 2009. Parents' Role in Fostering Young Children's Learning and Language Development. *Language Development and Literacy*.
- [23] Santrock, J. W. 2007. *Perkembangan Anak*. Jakarta: PT. Gelora Aksara Pratama.
- [24] Sari, A., Hubeis, A. V., dan Saleh, A. 2011. Pola Komunikasi Keluarga, Fungsi Sosialisasi dan Bentuk Komunikasi yang terjadi dalam keluarga di Permukiman dan Perkampungan Kota Bekasi. *Jurnal Makna*. Vol1. NO. 2.
- [25] Setianingsih, F. 2017. Peran Komunikasi Ayah Dalam Perkembangan Mental Anak: Studi Atas Santri Putrid Pondok Tahfidz Karanganyar. *Academica*. Vol. 1. No. 2.
- [26] Setyowati, E.B. 2012. Perkembangan Bahasa Anak Usia Prasekolah (4-6 Tahun) dengan Pendidikan Ibu. Akademi Kebidanan Griya Husada.
- [27] Slavin, R.E, diterjemahkan oleh Marianto Samosir. 2011. *Psikologi Pendidikan*. Jakarta; Indeks.

The Role of Mother's Communication Patterns on the Children's Language Development

Gunarti Dwi Lestari^{1*}, Umi Anugerah Izzati², Dian Eka Indriani³

¹ Universitas Negeri Surabaya, Indonesia; Email: gunartilestari@unesa.ac.id
orcid: 0000-0003-4688-844X

² Universitas Negeri Surabaya, Indonesia; Email: umianugerah@unesa.ac.id
orcid: 0000-0001-5780-514X

³ STKIP PGRI Bangkalan, Indonesia; Email: dianindrian79@stkipgri-bkl.ac.id
Orcid: 0000-0002-5433-6656

Abstract: Children's language development is an important thing for early childhood development. One of the factors that can affect a child's language development is the communication of people who are closest to them, especially their mother. This study aim is to investigate the influence of the communication made by the mother of the child's language development. The research method conducted a quantitative approach. The subjects in this study were 126 mothers with kindergarten age children, who live in Surabaya. Data collection methods were done by using the scale of communication patterns and the scale of language development. The data analysis technique used in this study is a linear regression analysis using the SPSS program. The result of this study indicates that there is an influence of the mother's communication patterns on children's language development. This means that mothers who have active communication patterns with children will improve their child's language development. The results of this study are expected to provide input to parents to frequently make active and positive communication to stimulate children's language development.

Keywords: *Early childhood, language development, mother's communication patterns.*

I. INTRODUCTION

The development period in early childhood is a very important phase. At this age, children will experience rapid development both in terms of physical, cognitive, emotional, and linguistic. Lenneberg (in Santrock, 2007) specifically argues that preschool years are an important time because it is at this time that languages develop quickly, never come to an end. In this preschool age, children who experience delays or disturbances in one aspect of development can influence development at a later stage, especially disorders in children's language development. Good children's language development will encourage them to get and understand a lot of information that makes children experience maximum cognitive development. Good language development in children can encourage them to understand the meaning of language so that when explained about something they are easy to understand and behave under existing rules. According to Nelson, et al (2006) language development is one indicator of the overall development of children's cognitive abilities related to success in school. Developmental delays in the early language of a child can affect various functions in daily life. In addition, it affects personal and social life, which will lead to learning difficulties, even the obstacles to working (Marisa, 2015).

Children who experience delays in speech or language are at risk of learning difficulties, reading difficulties and will lead to less overall academic achievement, this can continue into adulthood. Furthermore, adults with low academic achievement due to delays in speech or language will

experience behavioral problems and psychosocial adjustments (Owens, 2008). Language development disorders are the inability or limitations in using linguistic symbols to communicate verbally or delays in children's speech and language development abilities according to their age group, gender, customs, and intelligence (Sidiarto, 1990 in Marisa, 2015). Kustiowati (2002 in Hartanto et al, 2011) states that children who experience language disorders at preschool around 40% to 60% will have difficulty learning in written language and academic subjects. For children who are referred to specific learning difficulties, more than 60% experience speech delay (Sidiarto, 2002 in Hartanto et al, 2011).

There are several aspects of language development namely the children who can understand phonology and morphology, understand syntax, show advances in semantics, and show advances in pragmatics (Santrock, 2007). Language proficiency and speaking are influenced by intrinsic factors (from children) and extrinsic factors (from the environment). Intrinsic factors, which are innate conditions including the physiology of organs involved in language and speech skills. While extrinsic factors can be a stimulus that is around the children, for example, words that are heard or addressed to them (Simkin and Conti, 2006 in Marisa, 2015). Stimulation is the activity of stimulating the basic abilities of children so that they grow and develop optimally. Every child needs to get routine stimulation as early as possible and continuously at every opportunity that can be done by the mother, father, caregiver, and the closest people in their daily lives. Lack of stimulation can cause persistent disorders (Heleen et al, 2007).

Based on preliminary studies through interviews conducted in one kindergarten in Surabaya, there were still some students who experienced language development delays in the form of pronunciation of simple words that are not clear including the vocabulary owned by students. Delay in language development experienced by children is related to the intensity of communication made by parents and children. Communication that is often done by parents to children will stimulate children to learn languages faster. A similar statement was also stated by Gleason (2004 in Santrock 2007) states that children who get a rich verbal environment from their parents achieve many positive benefits. Parents who pay attention to what children are saying, expand their children's vocabulary, read stories to their children, and give names to objects in the environment, will provide many valuable benefits for their children even though it was not done on purpose.

The communication pattern can be defined as a form or pattern of relations between two or more people in the process of sending and receiving the right way, so the intended message can be understood (Djamarah, 2004 in Hatuwe, 2013). The communication between parents and children is said to be effective when the two parties are close to each other, mutual love and communication between the two are fun and there is openness so that an attitude of trust grows. According to Koerner, communication patterns have two dimensions and Fitzpatrick (2002) namely conversation orientation and conformity orientation. Conversation orientation refers to the openness and frequency of communication between parents and children to discover and define the meaning of objects that create social reality. This is related to warmth and supportive communication, which is characterized by attention from one to another. Conformity orientation refers to more limited communication between parents and children when parents become the authority that determines the social reality of the family (Koerner, 2014 in Pramono et al, 2017).

According to Pratikto (in Prasetyo, 2000), the communication between parents and children is a process of relationship between parents (mother and father) and children which is a fabric that can provide a sense of security for children through a relationship that allows both to communicate with each other so there is openness, confident in facing and solving problems. Therefore, the relationship can lead to pleasure, which affects the relationship better. According to Devianty (2016) mother is a person who has the role mostly in developing children's language skills. Mothers are considered the most important person in determining children's language acquisition skills because children tend to

imitate and follow in the footsteps of their parents, including language, it is recommended not to mention objects with slurred speech. Based on this reality, researchers are interested in knowing the effect of mother's communication patterns on children's language development.

II. THEORETICAL FRAMEWORK

Language development

A language is a form of communication whether oral, written or sign based on a system of symbols (Santrock, 2007). In monitoring children's development at four aspects that can be assessed, namely gross motor skills, fine motor skills, personal social and language (Hartanto et al, 2011). According to Nelson, et al (2006) language development is one indicator of the overall development of children's cognitive abilities related to success in school. Developmental delays in the early language of a child can affect various functions in daily life. In addition, affecting social personal life will also lead to learning difficulties, even the ability of obstacles to work later (Marisa, 2015). Hurlock (2004 in Restiyani et al, 2013) says that in early childhood, children have a strong desire to learn to speak. This is caused by two things, the first is learning to speak is a basic means of socialization. Children who are easier to communicate with peers will be easier to hold social contacts and more easily accepted as group members than children with limited communication skills. Second, learning to speak is a means of gaining independence. Children who cannot develop their wants and needs, or who cannot try to be understood by others tend to be needed as infants and fail to obtain the desired independence. Language development for early childhood includes four developments namely listening, speaking, reading and writing. The development must be carried out in a balanced manner to obtain optimal reading and writing development (Christianti, 2007).

There are several aspects of language development that are encountered in childhood when children start entering the early years of childhood, mastery of the system of rules governing language increases (Santrock, 2007), these are the further explanation;

1. Understanding Phonology and Morphology

Phonology is the sound system in a language while morphology is a system of meaningful units involved in word-formation. During the preschool years, most children begin to become sensitive to the sounds of spoken words (National Research Council, 1999 in Santrock, 2007).

2. Understanding Syntax

The syntax is a system that involves how words are combined to form acceptable phrases and sentences.

3. Progress in Semantics

Semantics is a system that involves the meaning of words and sentences. As children begin to move beyond the two-word stage, their knowledge of meanings also develops rapidly (Bloom, 2002; Dale and Goodman, 2004 in Santrock 2007).

4. Progress in Pragmatics

Pragmatics is a system of using conversations and appropriate knowledge related to the effective use of language in context. Changes in pragmatics also characterize the language development of young children (Bryant, 2005 in Santrock 2007). Children also differentiate ways of speaking to adults compared to peers of their age, using formal language and being more polite to adults (Shatz and Gelman, 1973 in Santrock, 2007).

Several factors can influence the development of children's language, they are biological and environmental influences (Santrock, 2007). Biological influence is the way children around the world learn languages that have amazing similarities and this is strong evidence that language ability has a biological foundation. Biological influence consists of Language Acquisition Device (LAD), Broca's Area and Wernicke's Area. Environmental influences are children's experiences, types of language learned, and the context in which learning takes place can strongly affect language acquisition (Marchman, 2003 in Santrock, 2007). Environmental influences consist of behavioral theories, conversations with people. Specifically, the researchers found that the quantity of parent-child conversation is directly related to the child's vocabularies growth and that the quantity of speech is also related to the socio-economic status of the family (Santrock, 2007).

Communication Pattern

Family communication patterns illustrate the tendency of families to develop ways of communicating that are quite stable and predictable with each other. Family communication patterns emerge from the process by which families create and share their social reality. That is, they are closely related to the most basic social functions of the family. In particular, family communication patterns result from a process of coordination without human interaction in general, and family communication in particular, would not be possible (Koerner and Fitzpatrick, 2004). According to Koerner and Fitzpatrick (2002), family communication patterns have two dimensions namely, conversation orientation and conformity orientation.

1. Conversation Orientation

The first dimension of family communication, conversation orientation, is defined as the level at which the family creates a climate in which all family members are encouraged to participate in unlimited interaction on a variety of topics. Family members are free, frequent, and spontaneously interact with each other without much restriction in terms of time spent in the interactions and topics discussed. These families spend a lot of time interacting with each other, and family members share each other's activities, thoughts, and feelings. In these families, the actions or activities that the family plans to get involved as a unit are discussed in the family, as other family decisions. Conversely, in families with low conversation orientation dimensions, members interact less frequently with each other, and there are only a few topics discussed openly with all family members. There is less exchange of thoughts, feelings, and personal activities.

2. Conformity Orientation

The second dimension of family communication is conformity orientation. Conformity orientation refers to the extent to which family communication emphasizes a climate of homogeneity in attitudes, values, and beliefs. This family trait is an interaction that emphasizes the uniformity of beliefs and attitudes. Their interactions usually focus on harmony, avoiding conflict, and the interdependence of family members. In intergenerational exchanges, communication in these families reflects obedience to parents and other adults. Families at the lower end of the conformity orientation dimension are characterized by interactions that focus on heterogeneous attitudes and beliefs, as well as on the individuality of family members and their independence from their family. In intergenerational exchanges, communication reflects the equality of all family members; for example, children are usually involved in decision making. The two dimensions of conformity orientation and conversation orientation interact consistently with each other. (Koerner & Fitzpatrick, 2006).

The Importance of Communication for Early Childhood

Communication skills are one thing that has an important role in children's lives. Through good

communication, the child can convey all his thoughts to others, both orally and in writing. Good communication skills, namely that the child's spoken and written language can be easily understood by others (Inten, 2017). Children who have good communication with their parents will be able to develop language intelligence, be able to learn about the knowledge around them, be able to build emotional-social intelligence, be able to establish family relationships, develop children's self-esteem, be able to improve children's thinking intelligence to distinguish right from wrong, develop an awareness of the environment and nature, introduce God and as a tool to solve problems (Andrianto, 2011)

III. METHOD

This research uses quantitative methods. The subjects in this study were mothers who had a kindergarten age in Surabaya. The sampling technique uses *convenience* sampling, which is a non-random sampling technique with sample criteria that are easily accessible, easily obtainable or already available (Neuman, 2013).

Data were collected using a scale, namely the scale of communication patterns and the scale of language development. In measuring communication **patterns**, the research team developed a measuring instrument using the concept of Koerner & Fitzpatrick's theory (2002). Meanwhile, to measure the development of language researchers develop measuring instruments using Santrock's theory concept (2007). The responses for the two instruments above use the Likert scale.

The data analysis technique used in this study is linear regression analysis through SPSS assistance because the purpose of this study is to determine the effect of communication patterns on language development in early childhood.

IV. RESULTS

The numbers of respondents in this study were 126 who were mothers with kindergarten-age children in Surabaya.

Linear regression analysis was done to determine the effect of communication patterns on language development. From the results of the regression analysis with the SPSS program, the following results are as follow:

Tabel 1. Result

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.898	.182		4.931	.000
	Pola Komunikasi	.731	.057	.785	12.916	.000

a. Dependent Variable: Language Development

Source: Processed Data

The results of the analysis show that the coefficient of determination is 0.616. This value indicates that 61.6% of the variation in data on language development can be explained by variables of

mother's communication patterns. With other interpretations, it can be concluded that mother's communication patterns have an influence of 61.6% on children's language development.

T-test is used to determine whether there is a significant influence of communication patterns on language development. T-test results as shown in table 1 above that the influence of communication patterns on language development produces a t-count of 12,916 with a significance value of 0,000 which value is less than 0.05 ($\alpha = 5\%$). Thus, it can be concluded that the mother's communication patterns significantly influence children's language development.

V. DISCUSSION

Data from the results of research analysts that have been obtained show that there is an influence of communication patterns carried out by mothers on language development in early childhood. It can be seen from the results of the linear regression analysis test in table 1 of the effect of mother's communication patterns on language development resulting in a t-count of 12,916 with a significance value of 0,000 which value is less than 0.05 ($\alpha = 5\%$). Thus it can be concluded that the mother's communication patterns significantly influence children's language development.

The coefficient of determination is equal to 0.616. This value indicates that 61.6% of the variation in language development data can be explained by communication pattern variables. Along with other interpretations, it can be concluded that communication patterns have an influence of 61.6% on language development. It can be said if, in this study, communication patterns in the form of conversation orientation and conformity orientation can improve language development in early childhood. Mothers who have high communication patterns show behaviors such as having active communication, often interacting, discussing with each other, and having close relationships with children. This pattern of communication behavior has a major influence on language development in early childhood. Communication patterns with conformity orientation are shown by interactions that emphasize uniformity of beliefs and attitudes, avoid conflict, interdependence among family members, obey parents, and prefer to interact with one's own family rather than with other people. While the communication pattern with conversation orientation is shown by the close relationship between family members, family members interact with each other, family members are free to express opinions, conduct routine discussions and invite children to make decisions.

There are other factors for about 38.4% that can influence language development in early childhood that are not examined in this study such as biological factors consisting of *language acquisition devices* (LAD), Broca area and Wernicke area and environmental factors namely the existence of reinforcement that increases skills language (Sanrock, 2007 should be Santrock, 2007). Hurlock (2002, in Setyowati, 2012) states that children's language development is influenced by internal factors of the child and external factors of the environment. Internal factors namely the condition of birth at birth include the physiology of visible organs, gender, while external factors include maternal age, maternal education, mother's occupation, mother's knowledge of mother's attitude, socioeconomic, learning facilities, intelligence, health, and family relations. These factors were not the focus of this study.

Children's opportunities to tell stories to communicate with others will greatly assist the development of the language. Children need to have the opportunity to talk, express ideas, and communicate with others to make an agreement (Indah, 2017). Children who have good language development will exhibit behaviors such as being able to say words clearly, can compose simple sentences, ask questions using what words, why, and how, can understand the words of others and can interact with peers without dominating to always be listened. Children who have good language development will have good social relations with people around him because the child can convey ideas or thoughts and understand the communication made by others towards him so that the child can behave following existing rules and be able to follow the process of teaching and learning at

school well.

Parents and children's communication can be said to be effective when the two parties are close to each other, mutual love and communication between both of them are fun and there is openness so that an attitude of trust grows. Effective communication is based on the existence of trust, openness, and positive support for children so that children can receive well what is conveyed by parents (Rakhmat, 2011). Research conducted by Artha and Isnaini (2016) also states that parental communication interactions can prevent the occurrence of language disorders in children aged 0-3 years. Stimulation is the activity of stimulating the basic abilities of children so that children grow and develop optimally. Every child needs to get routine stimulation as early as possible and continuously at every opportunity that can be done by mother, father, caregiver, and those who are closest to them in their daily lives. Lack of stimulation can cause persistent disorders (Heleen et al, 2007).

Rodriguez and Tamis (2009) state that the quality of parental caregiver interaction plays a formative role in children's language and early learning. The amount and style of language parents use when talking to their children is one of the strongest predictors of children's early language (Morales-Obod at all, 2020). Children get benefit from varied adult speech exposure and rich information about objects and events in the environment. Besides, parents who contingently respond to the verbal and exploratory initiatives of their children (through verbal description and questions) tend to have children with more advanced receptive and productive language, phonological awareness, and story comprehension skills. A similar statement was also stated by Berko Gleason (2004 in Santrock 2007) which states that children who get a rich verbal environment from their parents achieve many positive benefits. Parents who pay attention to what their children are saying (though with difficulty), who expand their children's vocabularies, who read stories to their children, and who give names to objects in the environment, will provide many valuable benefits for their children, although it is not done intentionally. Slavin (2011) also said that the development of spoken or spoken language is greatly influenced by the number and quantity of conversations that parents have with their children.

Communication patterns that occur in the family can influent the development of language both the number of vocabularies or complex sentences said by children. The results of this study are also in line with research conducted by Huttenlocher (1991 in Santrock, 2007) with colleagues who conducted a study of the relationship of maternal behavior with children's language characteristics where the results of the study showed that babies whose mothers spoke more often to them had more vocabularies. In the second year, vocabulary differences become very large. The researchers found an impressive relationship between children's vocabulary size and their mother's "nagging". Babies of fussy mothers have four times the vocabulary of children who have quiet mothers. In this study mothers who often communicate with their children show improvement in vocabulary mastery.

Research conducted by (Fizpatrick & Koerner, 2004) found that mothers were more concerned about communicating with other family members and communicating values among family members. Setianingsih (2017) also revealed that mothers are dominant in verbal communication, while fathers are dominant in non-verbal communication. Mother is the person who has an important role in developing children's language skills (Morales-Obod at all, 2020). In this case, the mother is considered to be the most decisive acquisition of children's language skills because naturally, the child tends to imitate and follow their parents, including language, that is why, it is recommended not to mention objects with slurred speech (Devianty, 2016).

Parents who have good communication patterns with their children will provide many benefits for children, such as developing children without having any mental pressure. Mental pressure can be caused due to communication errors made by parents or other family members so that it affects the

child's personality as a whole (Sari et al, 2011). Children who have good communication with their parents will be able to develop language intelligence, be able to learn about the knowledge around them, be able to build emotional-social intelligence, be able to establish family relationships, develop children's confidence and self-esteem, be able to improve children's thinking intelligence to distinguish right and wrong, develop an awareness of the environment and the natural environment, introduce to God the Creator and as a tool to solve problems (Andrianto, 2011). Therefore, the role of the mother's communication pattern that is carried out against her child is very important to support the development of early childhood language.

VI. CONCLUSION

The results of this study indicate that there is a significant effect of communication patterns carried out by mothers in the early language development of children. This research still has shortcomings so it is hoped that further studies that wish to examine language development can expand the research subject to be more representative.

REFERENCES

- [1] Andrianto, D. 2011. Komunikasi dengan AUD. Direktorat Pembinaan Pendidikan Anak Usia Dini. Kementerian Pendidikan Nasional.
- [2] Artha, N. M. dan Isnaini, S. 2016. Pengaruh Interaksi Komunikasi Orangtua dari Kalangan Ekonomi Rendah terhadap Perkembangan Bahasa Anak Usia 0-3 Tahun. *Medical Student of FKIK UMY*. Pediatric FK UMY.
- [3] Christianti, M. 2007. Aspek-Aspek Perkembangan Pembiasaan Anak Usia Dini. [Online]. tersedia di staff.uny.ac.id/dosen/martha-christianti/aspek-perkembangan-pembiasaan-aud. Diakses 16 April 2018.
- [4] Devianty, R. 2016. Pemerolehan Bahasa dan Gangguan Bahasa Pada Anak Usia Batita. *Raudhah*. Vol 4, No.1.
- [5] Hartanto F., Selina, H., Zubriah dan Fitra, S. 2011. Pengaruh perkembangan bahasa terhadap perkembangan kognitif anak usia 1-3 tahun. *Sari Pediatri*, Vol.12. No. 6.
- [6] Hatuwe, N. Q. 2013. Pola Komunikasi Keluarga dalam Mencegah Kenakalan Remaja. *EJournal Ilmu Komunikasi*. 1 (4): 200-209.
- [7] Heleen M.E. 2007. A-Cluster Randomized trial of screening for language delay in toddlers: effect on school performance and language development at age 8. *Pediatrics*.
- [8] Indah, R.N. 2017. Gangguan berbahasa. Malang: UIN-Maliki Press.
- [9] Inten, D.N. 2017. Pengembangan Keterampilan Berkomunikasi Anak Usia Dini melalui Metode Bermain Peran. *Media Tor*. Vol 10 (1), 109-120.
- [10] Koerner, A. F dan Fitzpatrick, M. A. 2002. Understanding Family Communication Pattern and Family Functioning: The Roles of Conversation Orientation and Conformity Orientation. *Communication Yearbook*, pp. 36-68.
- [11] Koerner, A. F dan Fitzpatrick, M. A. 2004. Communication in intact families. *Research Gate*.
- [12] Koerner, A.F dan Fitzpatrick, M.A. 2006. Family Communication Patterns Theory: A Social Cognitive Approach. *Research Gate*.
- [13] Marisa, R. 2015. Permasalahan Perkembangan Bahasa dan Komunikasi Anak. *Jurnal Pendidikan Sekolah Dasar*. Vol 1, No 2.
- [14] Morales-Obod M, Ramirez M, Satria E, Indriani, D. (2020). Effectiveness on the Use of Mother Tongue in Teaching the Concepts of Fraction Among Second Grade of Elementary School Pupils. *Journal for the Education of Gifted Young Scientists*, 8 (1), 291-304. DOI: [10.17478/jegys.637002](https://doi.org/10.17478/jegys.637002)
- [15] Nelson HD, Nygren MA, Walker M, Panoscha R. 2006. Screening for speech and language delay in preschool children: a systemic evidence review of the US preventive service task force. *Pediatric*. 117: 293-317.
- [16] Neuman, W.L. 2013. *Metodologi Penelitian Sosial: Pendekatan Kualitatif dan Kuantitatif Edisi 7*. Jakarta: PT. Indeks.

- [17] Owens, R. E. 2008. *Language Development: An Introduction, 7th Edition*. Boston Pearson: Allyn & Bacon.
- [18] Pramono, F., Lubis, D.P., Puspitawati, H., dan Susanto, D. 2017. Communication Pattern and Family Typology of High School Adolescents in Bogor. *Jurnal Komunikasi ISKI*, Vol.02 (01), 2017.20-26.
- [19] Prasetyo, M. 2000. Kesehatan Mental Anak Dalam Keluarga. Semarang: FIP UNNES.
- [20] Rakhmat, J. 2011. *Psikologi Komunikasi*. Bandung: PT. Remaja Rosdakarya.
- [21] Restiyani, Lestari, S., dan Halida. 2013. Hubungan Pola Asuh dengan Perkembangan Bicara Anak Usia 4-5 Tahun TK Al-Falah Mempawah. PG-PAUD, FKIP Universitas Tanjungpura, Pontianak.
- [22] Rodriguez, E.T dan Tamis, C.S. 2009. Parents' Role in Fostering Young Children's Learning and Language Development. *Language Development and Literacy*.
- [23] Santrock, J. W. 2007. *Perkembangan Anak*. Jakarta: PT. Gelora Aksara Pratama.
- [24] Sari, A., Hubeis, A. V., dan Saleh, A. 2011. Pola Komunikasi Keluarga, Fungsi Sosialisasi dan Bentuk Komunikasi yang terjadi dalam keluarga di Permukiman dan Perkampungan Kota Bekasi. *Jurnal Makna*. Vol1. NO. 2.
- [25] Setianingsih, F. 2017. Peran Komunikasi Ayah Dalam Perkembangan Mental Anak: Studi Atas Santri Putrid Pondok Tahfidz Karanganyar. *Academica*. Vol. 1. No. 2.
- [26] Setyowati, E.B. 2012. Perkembangan Bahasa Anak Usia Prasekolah (4-6 Tahun) dengan Pendidikan Ibu. Akademi Kebidanan Griya Husada.
- [27] Slavin, R.E, diterjemahkan oleh Marianto Samosir. 2011. *Psikologi Pendidikan*. Jakarta; Indeks.

ACCEPTANCE LETTER

Date: 30 March 2020

Subject: Acceptance Letter

Dear **Gunarti Dwi Lestari**¹, **Umi Anugerah Izzati**², **Dian Eka Indriani**³:

Congratulations!

Your Manuscript entitled “*THE ROLE OF MOTHER’S COMMUNICATION PATTERNS ON THE CHILDREN’S LANGUAGE DEVELOPMENT*” has been accepted for Volume 12 issue 1 cross ponding to 2020 of *Talent Development & Excellence*. Thank you for your interest in our journal.

Your Journal paper would be indexed in **Scopus (Elsevier)**, Google Scholar, Scirus, GetCited, Scribd, so on.

We look forward to receiving your subsequent research papers.

Best Regards,



Dr Wilma Vialle of the University of Wollongong, Australia

Editor-in-Chief

Talent Development & Excellence (TDE)

SSN1869-0459(print)/ISSN1869-2885(online)

©2019InternationalResearchAssociationforTalentDevelopmentandExcellence

<http://www.iratde.com>

ACCEPTANCE LETTER

Date: 30 March 2020

Subject: Acceptance Letter

Dear **Gunarti Dwi Lestari**¹, **Umi Anugerah Izzati**², **Dian Eka Indriani**³:

Congratulations!

Your Manuscript entitled "***THE ROLE OF MOTHER'S COMMUNICATION PATTERNS ON THE CHILDREN'S LANGUAGE DEVELOPMENT***" has been accepted for Volume 12 issue 1 cross ponding to 2020 of *Talent Development & Excellence*. Thank you for your interest in our journal.

Your Journal paper would be indexed in **Scopus (Elsevier)**, Google Scholar, Scirus, GetCited, Scribd, so on.

We look forward to receiving your subsequent research papers.

Best Regards,



Dr Wilma Vialle of the University of Wollongong, Australia

Editor-in-Chief

Talent Development & Excellence (TDE)

SSN1869-0459(print)/ISSN1869-2885(online)

©2019InternationalResearchAssociationforTalentDevelopmentandExcellence

<http://www.iratde.com>

THE ROLE OF MOTHER'S COMMUNICATION PATTERNS ON THE CHILDREN'S LANGUAGE DEVELOPMENT

Gunarti Dwi Lestari
Universitas Negeri Surabaya, Indonesia
gunartilestari@unesa.ac.id
orcid: 0000-0003-4688-844X
(First Author & Corresponding Author)

Umi Anugerah Izzati
Universitas Negeri Surabaya, Indonesia
umianugerah@unesa.ac.id
orcid: 0000-0001-5780-514X

Dian Eka Indriani
STKIP PGRI Bangkalan, Indonesia
dianindrian79@stkippgri-bkl.ac.id
Orcid: 0000-0002-5433-6656

ABSTRACT

Children's language development is an important thing for early childhood development. One of the factors that can affect a child's language development is the communication of people who are closest to them, especially their mother. This study aim is to investigate the influence of the communication made by the mother of the child's language development. The research method conducted a quantitative approach. The subjects in this study were 126 mothers with kindergarten age children, who live in Surabaya. Data collection methods were done by using the scale of communication patterns and the scale of language development. The data analysis technique used in this study is a linear regression analysis using the SPSS program. The result of this study indicates that there is an influence of the mother's communication patterns on children's language development. This means that mothers who have active communication patterns with children will improve their child's language development. The results of this study are expected to provide input to parents to frequently make active and positive communication to stimulate children's language development.

Keywords: Early childhood, language development, mother's communication patterns.

INTRODUCTION

The development period in early childhood is a very important phase. At this age, children will experience rapid development both in terms of physical, cognitive, emotional, and linguistic. Lenneberg (in Santrock, 2007) specifically argues that preschool years are an important time because it is at this time that languages develop quickly, never come to an end. In this preschool age, children who experience delays or disturbances in one aspect of development can influence development at a later stage, especially disorders in children's language development. Good children's language development will encourage them to get and understand a lot of information that makes children experience maximum cognitive development. Good language development in children can encourage them to understand the

meaning of language so that when explained about something they are easy to understand and behave under existing rules. According to Nelson, et al (2006) language development is one indicator of the overall development of children's cognitive abilities related to success in school. Developmental delays in the early language of a child can affect various functions in daily life. In addition, it affects personal and social life, which will lead to learning difficulties, even the obstacles to working (Marisa, 2015).

Children who experience delays in speech or language are at risk of learning difficulties, reading difficulties and will lead to less overall academic achievement, this can continue into adulthood. Furthermore, adults with low academic achievement due to delays in speech or language will experience behavioral problems and psychosocial adjustments (Owens, 2008). Language development disorders are the inability or limitations in using linguistic symbols to communicate verbally or delays in children's speech and language development abilities according to their age group, gender, customs, and intelligence (Sidiarto, 1990 in Marisa, 2015). Kustiowati (2002 in Hartanto et al, 2011) states that children who experience language disorders at preschool around 40% to 60% will have difficulty learning in written language and academic subjects. For children who are referred to specific learning difficulties, more than 60% experience speech delay (Sidiarto, 2002 in Hartanto et al, 2011).

There are several aspects of language development namely the children who can understand phonology and morphology, understand syntax, show advances in semantics, and show advances in pragmatics (Santrock, 2007). Language proficiency and speaking are influenced by intrinsic factors (from children) and extrinsic factors (from the environment). Intrinsic factors, which are innate conditions including the physiology of organs involved in language and speech skills. While extrinsic factors can be a stimulus that is around the children, for example, words that are heard or addressed to them (Simkin and Conti, 2006 in Marisa, 2015). Stimulation is the activity of stimulating the basic abilities of children so that they grow and develop optimally. Every child needs to get routine stimulation as early as possible and continuously at every opportunity that can be done by the mother, father, caregiver, and the closest people in their daily lives. Lack of stimulation can cause persistent disorders (Heleen et al, 2007).

Based on preliminary studies through interviews conducted in one kindergarten in Surabaya, there were still some students who experienced language development delays in the form of pronunciation of simple words that are not clear including the vocabulary owned by students. Delay in language development experienced by children is related to the

intensity of communication made by parents and children. Communication that is often done by parents to children will stimulate children to learn languages faster. A similar statement was also stated by Gleason (2004 in Santrock 2007) states that children who get a rich verbal environment from their parents achieve many positive benefits. Parents who pay attention to what children are saying, expand their children's vocabulary, read stories to their children, and give names to objects in the environment, will provide many valuable benefits for their children even though it was not done on purpose.

The communication pattern can be defined as a form or pattern of relations between two or more people in the process of sending and receiving the right way, so the intended message can be understood (Djamarah, 2004 in Hatuwe, 2013). The communication between parents and children is said to be effective when the two parties are close to each other, mutual love and communication between the two are fun and there is openness so that an attitude of trust grows. According to Koerner, communication patterns have two dimensions and Fitzpatrick (2002) namely conversation orientation and conformity orientation. Conversation orientation refers to the openness and frequency of communication between parents and children to discover and define the meaning of objects that create social reality. This is related to warmth and supportive communication, which is characterized by attention from one to another. Conformity orientation refers to more limited communication between parents and children when parents become the authority that determines the social reality of the family (Koerner, 2014 in Pramono et al, 2017).

According to Pratikto (in Prasetyo, 2000), the communication between parents and children is a process of relationship between parents (mother and father) and children which is a fabric that can provide a sense of security for children through a relationship that allows both to communicate with each other so there is openness, confident in facing and solving problems. Therefore, the relationship can lead to pleasure, which affects the relationship better. According to Devianty (2016) mother is a person who has the role mostly in developing children's language skills. Mothers are considered the most important person in determining children's language acquisition skills because children tend to imitate and follow in the footsteps of their parents, including language, it is recommended not to mention objects with slurred speech. Based on this reality, researchers are interested in knowing the effect of mother's communication patterns on children's language development.

THEORETICAL FRAMEWORK

Language development

A language is a form of communication whether oral, written or sign based on a system of symbols (Santrock, 2007). In monitoring children's development at four aspects that can be assessed, namely gross motor skills, fine motor skills, personal social and language (Hartanto et al, 2011). According to Nelson, et al (2006) language development is one indicator of the overall development of children's cognitive abilities related to success in school. Developmental delays in the early language of a child can affect various functions in daily life. In addition, affecting social personal life will also lead to learning difficulties, even the ability of obstacles to work later (Marisa, 2015). Hurlock (2004 in Restiyani et al, 2013) says that in early childhood, children have a strong desire to learn to speak. This is caused by two things, the first is learning to speak is a basic means of socialization. Children who are easier to communicate with peers will be easier to hold social contacts and more easily accepted as group members than children with limited communication skills. Second, learning to speak is a means of gaining independence. Children who cannot develop their wants and needs, or who cannot try to be understood by others tend to be needed as infants and fail to obtain the desired independence. Language development for early childhood includes four developments namely listening, speaking, reading and writing. The development must be carried out in a balanced manner to obtain optimal reading and writing development (Christianti, 2007).

There are several aspects of language development that are encountered in childhood when children start entering the early years of childhood, mastery of the system of rules governing language increases (Santrock, 2007), these are the further explanation;

1. Understanding Phonology and Morphology

Phonology is the sound system in a language while morphology is a system of meaningful units involved in word-formation. During the preschool years, most children begin to become sensitive to the sounds of spoken words (National Research Council, 1999 in Santrock, 2007).

2. Understanding Syntax

The syntax is a system that involves how words are combined to form acceptable phrases and sentences.

3. Progress in Semantics

Semantics is a system that involves the meaning of words and sentences. As children begin to move beyond the two-word stage, their knowledge of meanings also develops rapidly (Bloom, 2002; Dale and Goodman, 2004 in Santrock 2007).

4. Progress in Pragmatics

Pragmatics is a system of using conversations and appropriate knowledge related to the effective use of language in context. Changes in pragmatics also characterize the language development of young children (Bryant, 2005 in Santrock 2007). Children also differentiate ways of speaking to adults compared to peers of their age, using formal language and being more polite to adults (Shatz and Gelman, 1973 in Santrock, 2007).

Several factors can influence the development of children's language, they are biological and environmental influences (Santrock, 2007). Biological influence is the way children around the world learn languages that have amazing similarities and this is strong evidence that language ability has a biological foundation. Biological influence consists of Language Acquisition Device (LAD), Broca's Area and Wernicke's Area. Environmental influences are children's experiences, types of language learned, and the context in which learning takes place can strongly affect language acquisition (Marchman, 2003 in Santrock, 2007). Environmental influences consist of behavioral theories, conversations with people. Specifically, the researchers found that the quantity of parent-child conversation is directly related to the child's vocabularies growth and that the quantity of speech is also related to the socio-economic status of the family (Santrock, 2007).

Communication Pattern

Family communication patterns illustrate the tendency of families to develop ways of communicating that are quite stable and predictable with each other. Family communication patterns emerge from the process by which families create and share their social reality. That is, they are closely related to the most basic social functions of the family. In particular, family communication patterns result from a process of coordination without human interaction in general, and family communication in particular, would not be possible (Koerner and Fitzpatrick, 2004). According to Koerner and Fitzpatrick (2002), family communication patterns have two dimensions namely, conversation orientation and conformity orientation.

1. Conversation Orientation

The first dimension of family communication, conversation orientation, is defined as the level at which the family creates a climate in which all family members are encouraged to participate in unlimited interaction on a variety of topics. Family members are free,

frequent, and spontaneously interact with each other without much restriction in terms of time spent in the interactions and topics discussed. These families spend a lot of time interacting with each other, and family members share each other's activities, thoughts, and feelings. In these families, the actions or activities that the family plans to get involved as a unit are discussed in the family, as other family decisions. Conversely, in families with low conversation orientation dimensions, members interact less frequently with each other, and there are only a few topics discussed openly with all family members. There is less exchange of thoughts, feelings, and personal activities.

2. Conformity Orientation

The second dimension of family communication is conformity orientation. Conformity orientation refers to the extent to which family communication emphasizes a climate of homogeneity in attitudes, values, and beliefs. This family trait is an interaction that emphasizes the uniformity of beliefs and attitudes. Their interactions usually focus on harmony, avoiding conflict, and the interdependence of family members. In intergenerational exchanges, communication in these families reflects obedience to parents and other adults. Families at the lower end of the conformity orientation dimension are characterized by interactions that focus on heterogeneous attitudes and beliefs, as well as on the individuality of family members and their independence from their family. In intergenerational exchanges, communication reflects the equality of all family members; for example, children are usually involved in decision making. The two dimensions of conformity orientation and conversation orientation interact consistently with each other. (Koerner & Fitzpatrick, 2006).

The Importance of Communication for Early Childhood

Communication skills are one thing that has an important role in children's lives. Through good communication, the child can convey all his thoughts to others, both orally and in writing. Good communication skills, namely that the child's spoken and written language can be easily understood by others (Inten, 2017). Children who have good communication with their parents will be able to develop language intelligence, be able to learn about the knowledge around them, be able to build emotional-social intelligence, be able to establish family relationships, develop children's self-esteem, be able to improve children's thinking intelligence to distinguish right from wrong, develop an awareness of the environment and nature, introduce God and as a tool to solve problems (Andrianto, 2011)

METHOD

This research uses quantitative methods. The subjects in this study were mothers who had a kindergarten age in Surabaya. The sampling technique uses *convenience* sampling, which is a non-random sampling technique with sample criteria that are easily accessible, easily obtainable or already available (Neuman, 2013).

Data were collected using a scale, namely the scale of communication patterns and the scale of language development. In measuring communication patterns the research team developed a measuring instrument using the concept of Koerner & Fitzpatrick's theory (2002). Meanwhile, to measure the development of language researchers develop measuring instruments using Santrock's theory concept (2007). The responses for the two instruments above use the Likert scale.

The data analysis technique used in this study is linear regression analysis through SPSS assistance because the purpose of this study is to determine the effect of communication patterns on language development in early childhood.

RESULTS

The numbers of respondents in this study were 126 who were mothers with kindergarten-age children in Surabaya.

Linear regression analysis was done to determine the effect of communication patterns on language development. From the results of the regression analysis with the SPSS program, the following results are as follow:

Tabel 1. Result

Model		Unstandardized		Standardized		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.898	.182		4.931	.000
	Pola Komunikasi	.731	.057	.785	12.916	.000

a. Dependent Variable: Language Development
Source: Processed Data

The results of the analysis show that the coefficient of determination is 0.616. This value indicates that 61.6% of the variation in data on language development can be explained

by variables of mother's communication patterns. With other interpretations, it can be concluded that mother's communication patterns have an influence of 61.6% on children's language development.

T-test is used to determine whether there is a significant influence of communication patterns on language development. T-test results as shown in table 1 above that the influence of communication patterns on language development produces a t-count of 12,916 with a significance value of 0,000 which value is less than 0.05 ($\alpha = 5\%$). Thus it can be concluded that the mother's communication patterns significantly influence children's language development.

DISCUSSION

Data from the results of research analysts that have been obtained show that there is an influence of communication patterns carried out by mothers on language development in early childhood. It can be seen from the results of the linear regression analysis test in table 1 of the effect of mother's communication patterns on language development resulting in a t count of 12,916 with a significance value of 0,000 which value is less than 0.05 ($\alpha = 5\%$). Thus it can be concluded that the mother's communication patterns significantly influence children's language development.

The coefficient of determination is equal to 0.616. This value indicates that 61.6% of the variation in language development data can be explained by communication pattern variables. Along with other interpretations, it can be concluded that communication patterns have an influence of 61.6% on language development. It can be said if, in this study, communication patterns in the form of conversation orientation and conformity orientation can improve language development in early childhood. Mothers who have high communication patterns show behaviors such as having active communication, often interacting, discussing with each other, and having close relationships with children. This pattern of communication behavior has a major influence on language development in early childhood. Communication patterns with conformity orientation are shown by interactions that emphasize uniformity of beliefs and attitudes, avoid conflict, interdependence among family members, obey parents, and prefer to interact with one's own family rather than with other people. While the communication pattern with conversation orientation is shown by the close relationship between family members, family members interact with each other, family

members are free to express opinions, conduct routine discussions and invite children to make decisions.

There are other factors for about 38.4% that can influence language development in early childhood that are not examined in this study such as biological factors consisting of *language acquisition devices* (LAD), Broca area and Wernicke area and environmental factors namely the existence of reinforcement that increases skills language (Sanrock, 2007). Hurlock (2002, in Setyowati, 2012) states that children's language development is influenced by internal factors of the child and external factors of the environment. Internal factors namely the condition of birth at birth include the physiology of visible organs, gender, while external factors include maternal age, maternal education, mother's occupation, mother's knowledge of mother's attitude, socioeconomic, learning facilities, intelligence, health, and family relations. These factors were not the focus of this study.

Children's opportunities to tell stories to communicate with others will greatly assist the development of the language. Children need to have the opportunity to talk, express ideas, and communicate with others to make an agreement (Indah, 2017). Children who have good language development will exhibit behaviors such as being able to say words clearly, can compose simple sentences, ask questions using what words, why, and how, can understand the words of others and can interact with peers without dominating to always be listened. Children who have good language development will have good social relations with people around him because the child can convey ideas or thoughts and understand the communication made by others towards him so that the child can behave following existing rules and be able to follow the process of teaching and learning at school well.

Parents and children's communication can be said to be effective when the two parties are close to each other, mutual love and communication between both of them are fun and there is openness so that an attitude of trust grows. Effective communication is based on the existence of trust, openness, and positive support for children so that children can receive well what is conveyed by parents (Rakhmat, 2011). Research conducted by Artha and Isnaini (2016) also states that parental communication interactions can prevent the occurrence of language disorders in children aged 0-3 years. Stimulation is the activity of stimulating the basic abilities of children so that children grow and develop optimally. Every child needs to get routine stimulation as early as possible and continuously at every opportunity that can be done by mother, father, caregiver, and those who are closest to them in their daily lives. Lack of stimulation can cause persistent disorders (Heleen et al, 2007).

Rodriguez and Tamis (2009) state that the quality of parental caregiver interaction plays a formative role in children's language and early learning. The amount and style of language parents use when talking to their children is one of the strongest predictors of children's early language. Children get benefit from varied adult speech exposure and rich information about objects and events in the environment. Besides, parents who contingently respond to the verbal and exploratory initiatives of their children (through verbal description and questions) tend to have children with more advanced receptive and productive language, phonological awareness, and story comprehension skills. A similar statement was also stated by Berko Gleason (2004 in Santrock 2007) which states that children who get a rich verbal environment from their parents achieve many positive benefits. Parents who pay attention to what their children are saying (though with difficulty), who expand their children's vocabularies, who read stories to their children, and who give names to objects in the environment, will provide many valuable benefits for their children, although it is not done intentionally. Slavin (2011) also said that the development of spoken or spoken language is greatly influenced by the number and quantity of conversations that parents have with their children.

Communication patterns that occur in the family can influence the development of language both the number of vocabulary or complex sentences said by children. The results of this study are also in line with research conducted by Huttenlocher (1991 in Santrock, 2007) with colleagues who conducted a study of the relationship of maternal behavior with children's language characteristics where the results of the study showed that babies whose mothers spoke more often to them had more vocabularies. In the second year, vocabulary differences become very large. The researchers found an impressive relationship between children's vocabulary size and their mother's "nagging". Babies of fussy mothers have four times the vocabulary of children who have quiet mothers. In this study mothers who often communicate with their children show improvement in vocabulary mastery.

Research conducted by (Fizpatrick & Koerner, 2004) found that mothers were more concerned about communicating with other family members and communicating values among family members. Setianingsih (2017) also revealed that mothers are dominant in verbal communication, while fathers are dominant in non-verbal communication. Mother is the person who has an important role in developing children's language skills. In this case, the mother is considered to be the most decisive acquisition of children's language skills because naturally, the child tends to imitate and follow their parents, including language, that is why, it is recommended not to mention objects with slurred speech (Devianty, 2016).

Parents who have good communication patterns with their children will provide many benefits for children, such as developing children without having any mental pressure. Mental pressure can be caused due to communication errors made by parents or other family members so that it affects the child's personality as a whole (Sari et al, 2011). Children who have good communication with their parents will be able to develop language intelligence, be able to learn about the knowledge around them, be able to build emotional-social intelligence, be able to establish family relationships, develop children's confidence and self-esteem, be able to improve children's thinking intelligence to distinguish right and wrong, develop an awareness of the environment and the natural environment, introduce to God the Creator and as a tool to solve problems (Andrianto, 2011). Therefore, the role of the mother's communication pattern that is carried out against her child is very important to support the development of early childhood language.

CONCLUSION

The results of this study indicate that there is a significant effect of communication patterns carried out by mothers in the early language development of children. This research still has shortcomings so it is hoped that further studies that wish to examine language development can expand the research subject to be more representative.

REFERENCES

- Andrianto, D. 2011. Komunikasi dengan AUD. Direktorat Pembinaan Pendidikan Anak Usia Dini. Kementerian Pendidikan Nasional.
- Artha, N. M. dan Isnaini, S. 2016. Pengaruh Interaksi Komunikasi Orangtua dari Kalangan Ekonomi Rendah terhadap Perkembangan Bahasa Anak Usia 0-3 Tahun. *Medical Student of FKIK UMY*. Pediatric FK UMY.
- Christianti, M. 2007. Aspek-Aspek Perkembangan Pembiasaan Anak Usia Dini. [Online]. tersedia di staff.uny.ac.id/dosen/martha-christianti/aspek-perkembangan-pembiasaan-aud. Diakses 16 April 2018.
- Devianty, R. 2016. Pemerolehan Bahasa dan Gangguan Bahasa Pada Anak Usia Batita. *Raudhah*. Vol 4, No.1.
- Hartanto F., Selina, H., Zubriah dan Fitra, S. 2011. Pengaruh perkembangan bahasa terhadap perkembangan kognitif anak usia 1-3 tahun. *Sari Pediatri*, Vol.12. No. 6.
- Hatuwe, N. Q. 2013. Pola Komunikasi Keluarga dalam Mencegah Kenakalan Remaja. *EJournal Ilmu Komunikasi*. 1 (4): 200-209.
- Heleen M.E. 2007. A-Cluster Randomized trial of screening for language delay in toddlers: effect on school performance and language development at age 8. *Pediatrics*.
- Indah, R.N. 2017. Gangguan berbahasa. Malang: UIN-Maliki Press.

- Inten, D.N. 2017. Pengembangan Keterampilan Berkomunikasi Anak Usia Dini melalui Metode Bermain Peran. *Media Tor*. Vol 10 (1), 109-120.
- Koerner, A. F dan Fitzpatrick, M. A. 2002. Understanding Family Communication Pattern and Family Functioning: The Roles of Conversation Orientation and Conformity Orientation. *Communication Yearbook*, pp. 36-68.
- Koerner, A. F dan Fitzpatrick, M. A. 2004. Communication in intact families. *Research Gate*.
- Koerner, A.F dan Fitzpatrick, M.A. 2006. Family Communication Patterns Theory: A Social Cognitive Approach. *Research Gate*.
- Marisa, R. 2015. Permasalahan Perkembangan Bahasa dan Komunikasi Anak. *Jurnal Pendidikan Sekolah Dasar*. Vol 1, No 2.
- Nelson HD, Nygren MA, Walker M, Panoscha R. 2006. Screening for speech and language delay in preschool children: a systemic evidence review of the US preventive service task force. *Pediatric*. 117: 293-317.
- Neuman, W.L. 2013. *Metodologi Penelitian Sosial: Pendekatan Kualitatif dan Kuantitatif Edisi 7*. Jakarta: PT. Indeks.
- Owens, R. E. 2008. *Language Development: An Introduction, 7th Edition*. Boston Pearson: Allyn & Bacon.
- Pramono, F., Lubis, D.P., Puspitawati, H., dan Susanto, D. 2017. Communication Pattern and Family Typology of High School Adolescents in Bogor. *Jurnal Komunikasi ISKI*, Vol.02 (01), 2017.20-26.
- Prasetyo, M. 2000. Kesehatan Mental Anak Dalam Keluarga. Semarang: FIP UNNES.
- Rakhmat, J. 2011. *Psikologi Komunikasi*. Bandung: PT. Remaja Rosdakarya.
- Restiyani, Lestari, S., dan Halida. 2013. Hubungan Pola Asuh dengan Perkembangan Bicara Anak Usia 4-5 Tahun TK Al-Falah Mempawah. PG-PAUD, FKIP Universitas Tanjungpura, Pontianak.
- Rodriguez, E.T dan Tamis, C.S. 2009. Parents' Role in Fostering Young Children's Learning and Language Development. *Language Development and Literacy*.
- Santrock, J. W. 2007. *Perkembangan Anak*. Jakarta: PT. Gelora Aksara Pratama.
- Sari, A., Hubeis, A. V., dan Saleh, A. 2011. Pola Komunikasi Keluarga, Fungsi Sosialisasi dan Bentuk Komunikasi yang terjadi dalam keluarga di Permukiman dan Perkampungan Kota Bekasi. *Jurnal Makna*. Vol11. NO. 2.
- Setianingsih, F. 2017. Peran Komunikasi Ayah Dalam Perkembangan Mental Anak: Studi Atas Santri Putrid Pondok Tahfidz Karanganyar. *Academica*. Vol. 1. No. 2.
- Setyowati, E.B. 2012. Perkembangan Bahasa Anak Usia Prasekolah (4-6 Tahun) dengan Pendidikan Ibu. Akademi Kebidanan Griya Husada.
- Slavin, R.E, diterjemahkan oleh Marianto Samosir. 2011. *Psikologi Pendidikan*. Jakarta; Indeks.

Submit for regular issue 2020 Inbox x



Gunarti Dwi Lestari . <gunartilestari@unesa.ac.id>

Mar 25, 2020, 2:12 PM

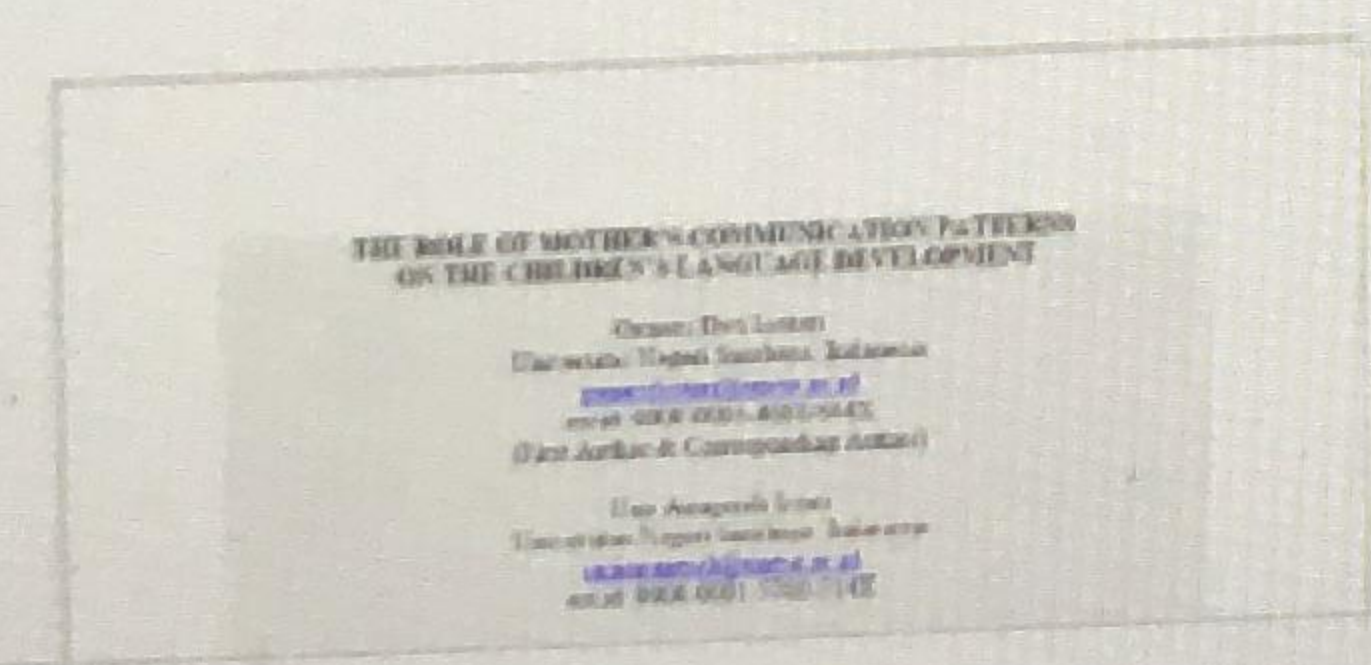
to submit.jtde

Dear Editor,

Herewith I send you my manuscript to be published at regular issue in 2020. I believe my manuscript is in accordance with your journal's scope of work and fieldwork. I also don't mind going through the review process and making revisions based on input from the experts/reviewers of your journal.

Best regards

Gunarti



Gmail

Compose

Inbox 15

Starred

Snoozed

Sent

Drafts 6

Meet

- Start a meeting
- Join a meeting

in:sent

4 of 47

Mar 30, 2020, 9:08 PM

submit jtde <submit.jtde@gmail.com>
to me

Dear Gunarti Dwi Lestari,

It is my pleasure to inform you that, after the peer review your paper titled "**The Role of Mother's Communication Patterns on Children's Language Development**" has been accepted with minor revisions content to publish with Journal Talent Development and Excellence and will be published on Next Issue 2020 as stated in Letter of Acceptance.

Please process the publication fee of USD 869,20 for the publication of your paper in the next issue. Bank details letter for the payment transfer is attached for your convenience as well.

Thank you for choosing Jornal Talent Development and Excellence. I believe that our collaboration will help to accelerate the global knowledge creation and sharing one step further.

Warm regards,

Dr Wilma Vialle of the University of Wollongong, Australia

Chat

Gunarti Dwi Les

suprpto FIP Unesa
Ayo chat di Hangouts!

Invoice - 0117.pdf

34 Gunarti Revisi....docx

Acceptance letter-....pdf

34 gunarti (1).docx

editing_THE ROL....docx

Show all

Windows Taskbar

ASUS

16:35 25/06/2020



FAKTUR

Nomor Faktur: 0117
Tanggal Faktur: 26 Mar 2020
Tanggal jatuh tempo: 27 Mar 2020

Jumlah jatuh tempo:
\$869,20

Tagih ke:

gunartilestari@unesa.ac.id

Uraian	Kuantitas	Harga	Jumlah
THE ROLE OF MOTHER'S COMMUNICATION PATTERNS ON THE CHILDREN'S LANGUAGE DEVELOPMENT	1	\$820,00	\$820,00
		Subtotal	\$820,00
		Service Tax (6%)	\$49,20
		Total	\$869,20 USD



IRATDE

International Research Association
for Talent Development and Excellence

Vol. 12 No. 1 (2020): Issue 2020/1

INTERNATIONAL RESEARCH
ASSOCIATION FOR TALENT
DEVELOPMENT AND EXCELLENCE

(Scopus Indexed)