

THE RELATIONSHIP BETWEEN PARENTAL COMMUNICATION PATTERNS AND DELAYS IN LANGUAGE DEVELOPMENT IN PRE-SCHOOL CHILDREN AT PUTRA BANGSA AN-NUUR BOARDING SCHOOL IN KEDIRI

Eva Agustina Yalestyarini^{1*}, Kanti Wahyuning Putri²

Universitas STRADA Indonesia

*Corresponding Author : yalesagustina82@gmail.com

Delay in speaking is a tendency where the child is difficult in expressing desires or feelings to others such as, unable to speak clearly, and lack of vocabulary mastery that makes the child different from other children his age. This study aims to determine the Relationship between Parental Communication Patterns and Language Delay in Pre- School Age Children at Putra Bangsa An-Nuur Kindergarten, Pesantren Kediri. This study used Observational Analytic research method with Correlational Analytic design. With the *Total Sampling* technique, a sample of 70 respondents was obtained, the independent variable of parental communication patterns using a questionnaire and the dependent variable of language development delay. *Chi-Square* statistical test was used to determine the relationship between the two variables. The results of the study from 70 respondents found that most respondents had sufficient criteria in communication patterns, namely 26 respondents (74.3%) and respondents with sufficient criteria in communication patterns as many as 9 respondents (25.7%) and respondents with criteria not delayed in language development obtained 32 respondents (91.4%), and respondents with criteria delayed in language development were 3 respondents (9%). Analysis using the *Chi-Square* test obtained the results of $p = 0.000 > 0.05$ which means there is a relationship between parental communication patterns and delays in language development at TK Putra Bangsa An-Nur Pesantren Kediri City. Parents who have effective communication patterns can help children develop better social and emotional skills, so that children can be better prepared to face future challenges.

Keywords: Parental communication patterns, Language delay, Pre-school age

INTRODUCTION

Children aged 4 to 6 years are preschool age where children experience rapid development, both in terms of cognition, emotions and language. Development is the increase in ability in the structure and function of a more complex body in a regular and predictable pattern, as a result of the maturation process (Adriani, 2016). Lenneberg (in Santrock, 2007) specifically argues that the preschool years are important because it is during this time that language develops rapidly, without stopping. In this preschool age, children who experience delays or disorders in one aspect can affect their development in the next stage of development, especially disorders in children's language development. A child's good language development will encourage them to get and understand a lot of information which certainly makes children experience maximum cognitive development. In addition, good language development in children can encourage them to understand the meaning of language so

that when explained about something they easily understand and can behave according to existing rules.

Language delays in children are caused by a lack of stimulation from parents with children who are not good. Lack of stimulation from parents leads to disruption of the child's growth and development process (Luh Puriasih, 2021). As a result, the child will experience delays in speech and cause the child to have difficulty in adjusting and socializing with the surrounding environment, so that the child will withdraw from the surrounding environment and become introverted (Prasetyawati, 2019). The danger is that it will affect the ability to communicate with the environment and have an impact on academic learning ability. Through conversation, children can convey their wishes, hopes, and requests (Kurniasih, 2021).

According to the United States Statistics Agency in January 2018, the number of children aged 0-4 years reached 662 million or around 8.7% of the total population (United States Statistics Agency, 2018). According to BPS Susenas (2019) the percentage of children aged 0-4 years in Indonesia is around 47.87% experiencing language development disorders (Galuh, 2022). Meanwhile, the highest number of preschool children aged <4 years is in East Java, which is 198,654 children or 16.35%. There are 38,620 children in Sidoarjo District with an age range of 4-6 years (Ministry of Education and Culture, 2022). The Kediri City Health Office reported that in 2020, a total of 9519 toddlers who had undergone early detection of growth and development deviations at the Puskesmas, found a prevalence of speech delay in children under five years of age of 12.3%. The results of a preliminary study conducted at Putra Bangsa An- Nuur Kindergarten there are 35 students from Kindergarten A and B. After conducting research on 5 students and 5 parents, it was found that 2 students aged 4 years had language delays. After research conducted on 5 students and 5 parents, it was found that 2 students aged 4 years had a delay in language, in these students they could say their full names but with words that were not very clear, and could not yet imitate animal sounds clearly. While 2 of the others aged 4 and 5 years old can pronounce some language such as mentioning the letters L and R clearly. And 1 of them aged 5 years could clearly say his full name and imitate some animal sounds. After interviewing the 5 parents of the respondents, 2 parents of respondents who experienced language delays found that the two children were rarely invited to communicate / talk to their parents because the parents of the children were busy working, so the child and parents rarely met and communicated. Whereas in the material it has been mentioned that communication patterns that occur in the family can have an influence on language development and the number of vocabulary said by children. And researchers have also found that there is an impressive relationship between the size of a child's vocabulary and the "fussiness" of their mother. Babies of chatty mothers have four times the vocabulary of children with quiet mothers.

Language development disorders are the inability or limitation 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 in preschool 40% to 60% will experience learning difficulties in written language and academic subjects. Children referred with specific learning difficulties, more than 60% have speech delays (Sidiarto, 2002 in Hartanto et al., 2011).

Communication between parents and children is said to be effective when both parties are close to each other, like each other and communication between the two is fun and there is openness so that an attitude of trust grows. Effective communication is based on trust, openness, and positive support for children so that children can accept what is conveyed by parents (Rakhmat, 2011). Research conducted by Artha and Isnaini (2016) also states that parental communication interactions can prevent the incidence of language disorders in children aged 0-3 years.

Communication patterns that occur in the family can have an influence on language development, both the amount of vocabulary and complex sentences said by children. Huttenlocher (1991 in Santrock, 2007) and his colleagues conducted a study on the relationship between maternal behavior and children's language characteristics where the results showed that babies whose mothers spoke more often to them had more vocabulary. In the second years, the differences in vocabulary became very large. The researchers found an impressive relationship between the size of a child's vocabulary and the "fussiness" of their mother. Babies of chatty mothers had four times the vocabulary

of children with quiet mothers. Huttenlocher (1991 in Santrock, 2007) also links language in the home environment to aspects of children's language that go beyond vocabulary. In one study, the home language environment was linked to children's syntactic abilities (Huttenlocher and Cymerman, 1999 in Santrock 2007). The study showed a significant correlation between the number of complex sentences spoken by parents and complex sentences spoken by the child (both at home and at school). Research has also found that the amount of parental language input is positively related to the rate of vocabulary growth in young infants (Huttenlocher et al., 1991 in Santrock, 2007).

METHODS

This study used Observational Analytic research design with cross sectional approach. With total sampling technique, a sample of 70 respondents was obtained, the independent variable of parental communication patterns using a questionnaire and the dependent variable of language development delay with kpsp. Chi-Square statistical test was used to determine the relationship between the two variables. Analysis using the Chi-Square statistical test obtained the results of $p = 0.000 < 0.05$ which means that there is a relationship between communication patterns and language development delays in pre-school children at Putra Bangsa An-Nuur Pesantren Kindergarten, Kediri City.

RESULTS AND DISCUSSION

Table.1 Distribution of Respondent Characteristics and Variables

Research Results	Frequency (f)	Percent (%)
Parent's Age		
23-35 years old	7	20,0
36-40 years old	22	62,9
>40 years	6	17,1
Gender of Parents		
Female	24	68,6
Male	11	31,4
Parental Education		
SD	1	2,9
SMP	2	5,7
HIGH SCHOOL	29	82,9
S1/D3	3	8,6
Communication Patterns		
<u>Good</u>	9	25,7
Simply	26	74,3
Language Development Delay		
Too late	26	74,3
Not late	9	25,7
Total	30	100
Child's age		
5 years old	18	51,4
6 years old	17	48,6
Child Gender		
Female	19	51,3
Male	16	48,7
Class		
Class A	18	51,4
Class B	17	48,6
Communication Patterns		
Good	9	25,7

Simply	26	74,3
Language Development Delay		
Too late	26	74,3
Not late	9	25,7

Source: Research Questionnaire, dated January 23, 2025

Table 2 Cross tabulation between variables

			Developmental delay language		Total
			Too late	No late	
Parental communication patterns	Simply	Frequency	26	0	26
		%	100,0%	0%	100,0%
	Good	Frequency	0	9	9
		%	0%	100,0%	100,0%
Total		Frequency	26	9	35
		%	74,3%	25,7%	100.0%

Source: Research Questionnaire, dated Sep 8, 2015

Based on Table.6 above, it is known that respondents who have sufficient parental communication patterns with late criteria are 26 respondents (74.3%), while respondents who have good parental communication patterns with not late criteria are 9 respondents (25.7).

Analysis of Research Statistical Test Results

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	35.000 ^a	1	.000		
Continuity Correction ^b	29.961	1	.000		
Likelihood Ratio	39.903	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	34.000	1	.000		
N of Valid Cases ^b	35				

The results of the research analysis on the relationship between parental communication patterns and delays in language development in pre-school children based on statistical tests using the Chi-Square test obtained the results of $p = 0.000 < 0.05$ then H_0 is rejected and H_1 is accepted which means that there is a relationship between parental communication patterns and delays in language development in pre-school children at TK Putra Bangsa An-Nuur Pesantren Kediri City.

DISCUSSION

Parental Communication Patterns in Pre-school Age Children at TK Putra Bangsa An-Nuur Pesantren Kediri.

From the results of research with a sample of 35 respondents, it was found that as many as 26 respondents (74.3%) have sufficient criteria in providing communication patterns, and 9 respondents (25.7) of them have good criteria in providing communication patterns. Parental communication patterns in this study with sufficient criteria were found as many as 16 respondents (45.7%) with an age

range of 36-40 years. And parents' communication patterns with good criteria were 6 respondents (17.1%) with an age range of 36-40 years. The most dominating level of education of parents is high school with sufficient communication pattern criteria as many as 21 respondents (60.0%) and with good criteria as many as 8 respondents (22.9%). Most of the parents' occupations are housewives with sufficient communication pattern criteria as many as 15 respondents (42.9%) and as many as 5 respondents (14.3%) have good communication pattern criteria.

According to previous research conducted by Purnomo et al. (year 2022), entitled The Relationship between Parental Communication Patterns and the Risk of Language Development Delay in Pre-school Age Children (At PAUD /RA Babussalam Kemuning, Tarik District, Sidoarjo Regency) obtained the results that, there is a relationship between parental communication patterns and language development delays in pre-school age children. The results showed that almost all respondents had good communication patterns and were not at risk with delayed language development in the amount of 32 respondents (88.9%), a small proportion of respondents had sufficient communication patterns and were not at risk with language development in the amount of 4 respondents (11.1%). Chi square test results obtained $p \text{ value} = 0.003 < \alpha = 0.05$, because $p < \alpha$

then H_1 is accepted and H_0 is rejected. Another researcher conducted by Hendri Saputra entitled The Relationship between Parental Communication Patterns and Language Development of Preschool Children in Meunasah Dayah Village, Kota Juang District, Bireuen Regency also stated that most of the mother's communication patterns were in the less category as many as 18 people (51.4%) and most of the development was less as many as 20 people (57.1%). The results of the chi square test with a 5% confidence level obtained a value of $p (0.000) < \alpha (0.05)$, meaning that there is a significant relationship between parental communication patterns and the language development of pre-school children in Meunasah Dayah Village, Kota Juang District, Bireuen Regency.

In the researcher's opinion, effective communication patterns can be in the form of open, responsive and supportive communication. Parents who have these communication patterns can provide opportunities for children to learn to speak and communicate better. In addition, effective communication patterns can also help children develop better listening and language comprehension skills. So effective parental communication patterns are very important in supporting children's language development. Therefore, I hope that parents can pay attention to their communication patterns and strive to develop more effective communication patterns to support children's language development."

Delayed Language Development in Pre-school Age Children at TK Putra Bangsa An- Nuur Pesantren Kediri.

From the results of the study with a sample of 35 respondents, it was found that children aged 5 years were 18 children (100.0%) with the criteria of not experiencing language delay. And children with 6 years of age there are 14 children (82.4%) who do not experience language delays and 3 of them (17.6%) experience language delays. Language development delay with male gender there were 15 children (93.8%) did not experience language development delay and 1 of them (6.2%) experienced language development delay. And with female gender, 17 respondents (89.5%) did not experience language development delay and 2 of them (10.5%) experienced language development delay. Other factors that can cause the child to experience language delays are cognitive (the child's process of acquiring knowledge) and also environmental factors. This is in accordance with previous research conducted by Adi et al (2020) entitled Factors Causing Speech Delay in Preschool Age Children. From the results of the study, it is known that the factors that cause speech delay in preschool children are, (1) imitated models, (2) lack of guidance, (3) lack of language teaching models, (4) lack of motivation to speak, (6) children's habits in watching TV, (7) the child's habit of playing alone, and (7) the environment of the surrounding people.

Based on the results of the research, it is recommended that parents pay more attention to children's language development by not following the child's wrong speech patterns and always involving children in every speech activity. In the researcher's opinion, delayed language development in children can be caused by several factors, including ineffective parental communication patterns.

Unresponsive or unsupportive parents can make children feel unheard or misunderstood, so children can have difficulty in developing language skills. So effective parental communication patterns are very important in preventing delayed language development in children. Therefore, I hope that parents and educators can pay attention to their communication patterns and strive to develop more effective communication patterns to support children's language development."

Analysis of the Relationship between Parental Communication Patterns and Delayed Language Development in Pre-School-Age Children at Putra Bangsa An- Nur Kindergarten, Pesantren, Kediri City

The results of the research analysis on the relationship between parental communication patterns and language development delays in pre-school children at Putra Bangsa An-Nur Pesantren Kindergarten, Kediri City, based on statistical tests using the *Chi-Square* test, the results obtained $p = 0.000 > 0.005$, which means that H1 is accepted, namely there is a relationship between parental communication patterns and language development delays in Putra Bangsa An- Nur Pesantren Kindergarten, Kediri City. This is in accordance with previous research conducted by Riwidya (2019) entitled The relationship between parental communication patterns and children's speech development in kindergarten in Koto tangah district. The development of children's speech can be developed first by the relationship between children and their parents. Ferliana & Agustina (2015) explained that "The way parents talk and listen when children tell stories, will greatly affect the way children communicate with others". This is in line with the opinion of Harris in Otto (2015) who says that in communicating children are encouraged to imitate the speech of others. So it can be interpreted that the relationship between parents and children, especially communication is very important to stimulate children to increase their vocabulary. When children are six years old, children already understand how and when to speak using polite language, and are able to tell events with the right flow.

In the researcher's opinion, effective parental communication patterns can significantly affect children's language development, because good communication patterns can help children develop better language skills. Parents who have effective communication patterns can provide good examples for children, so that children can learn to speak and communicate better. In addition, parents' communication patterns not only affect children's language development, but can also affect children's social and emotional development. Parents who have effective communication patterns can help children develop better social and emotional skills, so that children can be better prepared to face future challenges. However, researchers also think that there are other factors to consider in this study. For example, the family environment and parents' education.

CONCLUSION

Parental communication patterns obtained most of the respondents with sufficient criteria, namely 26 respondents (74.3%) and respondents with good criteria as many as 9 respondents (25.7%). Language development delays with non-delayed criteria were obtained by 32 respondents (91.4%) and 3 (8.6%) respondents with delayed criteria.

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