



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 5 Tahun 2024 Page 1666-1678

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Influence of Parental Communication on Early Childhood Language Ability in PAUD Tunas Ceria

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### Abstrak

Anak-anak di tahun-tahun awal mereka, sering dikenal sebagai anak-anak prasekolah, berada pada tahap perkembangan penting ketika mereka sangat terbuka terhadap pengalaman dan ide-ide baru di bidang perkembangan fisik (koordinasi motorik halus dan kasar), perkembangan kognitif (kekuatan berpikir, kreativitas, kecerdasan emosional dan spiritual), perkembangan sosial dan emosional (sikap dan perilaku, agama), bahasa dan komunikasi, dan seterusnya. Bahasa dan komunikasi adalah bagian penting dari proses perkembangan ini karena memungkinkan anak-anak untuk berbagi pemikiran dan aspirasi mereka dengan orang dewasa dalam hidup mereka, apakah itu orang tua, guru, atau teman sebaya mereka. Banyak anak mengalami keterlambatan dalam berbicara sebagai konsekuensi dari komunikasi yang buruk. Di PAUD Tunas Ceria, kami ingin tahu apakah dan sejauh mana komunikasi orang tua memengaruhi perkembangan bahasa anak-anak mereka di tahun-tahun awal, serta apakah hubungan ini ada atau tidak. Di PAUD Tunas Ceria, penelitian ini mempelajari dampak komunikasi orang tua terhadap perkembangan bahasa anaknya di tahun-tahun awal dengan menggunakan pendekatan kuantitatif, khususnya teknik berdasarkan data dari pengukuran menggunakan variabel penelitian yang sudah ada sebelumnya. Kedua, persamaan regresi  $Y = 11,152 + 0,169 (X)$  menunjukkan bahwa komunikasi orang tua berpengaruh terhadap perkembangan bahasa anak dalam beberapa tahun pertama kehidupan; Hal ini, pada gilirannya, menyebabkan kenaikan 0,169 dalam skor kemampuan bahasa anak, dengan nilai konstan 11,152. Hitung-F (11.378) > tabel F (3.070) = 0,05, menunjukkan dampak substansial.

Kata Kunci: *Komunikasi Orang Tua, Kemampuan Bahasa Anak Usia Dini, Program Pendidikan Anak Usia Dini*

## Abstract

Children in their early years, often known as preschoolers, are at a pivotal developmental stage when they are particularly open to new experiences and ideas in the areas of physical development (fine and gross motor coordination), cognitive development (thinking power, creativity, emotional and spiritual intelligence), social and emotional development (attitudes and behaviour, religion), language and communication, and so on. Language and communication is a crucial part of this developmental process since it allows kids to share their thoughts and aspirations with adults in their lives, whether that's their parents, teachers, or peers. Many children have delays in speaking as a consequence of poor communication. At PAUD Tunas Ceria, we want to know whether and to what extent parental communication affects their children's language development in the early years, as well as whether or not this relationship exists. At PAUD Tunas Ceria, this study studied the impact of parental communication on their children's language development in the early years using a quantitative approach, specifically a technique based on data from measurements using pre-existing research variables. Second, the regression equation  $Y = 11.152 + 0.169 (X)$  shows that parental communication has an effect on children's language development in the first few years of life; this, in turn, causes a 0.169 rise in the child's language ability score, with a constant value of 11.152. The F-count (11,378) > F-table (3,070) = 0.05, indicating a substantial impact.

*Keywords: Parental Communication; Early Childhood Language Ability; Early Childhood Education Programs*

## INTRODUCTION

The role of parents in the education and development of children is very important because children are a trust that Allah SWT has entrusted to all parents on this earth, who will be held accountable in the afterlife (Fajeri et al., 2022). Parents have the right to protect and nurture their children from all dangers and are obliged to always educate them to become worthy human beings. Then, parents' rights towards their children also make their children pious, place them in a good place, and ask Allah Almighty for goodness for their children (Cikka, 2022). Speaking is one aspect that needs to be developed in the kindergarten learning process (Agustina et al., 2023; Fazalani et al., 2022; Ghazali et al., 2022). This is in accordance with the curriculum applied in the learning process. In the 2013 curriculum, six aspects were developed in kindergarten learning, including language. There are four types of language forms, namely, listening, speaking, reading, and writing (Kohnke, 2023). Another opinion states that speaking is a language skill that develops in a child's life, starting with listening skills, and when they are children, their speaking skills are still in the learning process (Aini & Alifia, 2022). Speaking for

children is closely related to the vocabulary they acquire. Immaturity in language development is a delay in language or speaking. Speech development for all children does not always have the same language development, especially spoken language (Aguilar-Mediavilla et al., 2022).

The phenomenon seen in Indonesia is that many parents are less active in communicating with their children. It is often seen in the media that parents are more focused on their daily work. It is not uncommon for parents not to have much time to interact with their children; parents go to work when the child is still sleeping, and they come home when the child is asleep again. This results in a lack of interaction between parents and children (Langi, 2023). Through language, children learn to listen, speak, read, and write according to their development stage. From one theory to another, there are different views regarding the process of children's language development (Isna, 2019).

Nowadays, we often find that young children follow more of what they see on social media because in their daily lives, they are allowed to play with cellphones so that what they see on social media will apply to their lives, like the current phenomenon many children imitate the language of cartoons. In the film *Upin-Ipin*, which they watch almost every day, which results in them not being able to understand their mother tongue (Nurkhofifah et al., 2023). As children master speaking skills, they will also develop their communication skills. Children aged 4-5 years will usually follow more complicated instructions and talk enthusiastically about what they have done. They can make up stories, listen to the story carefully, and retell the story. At this age, children usually understand that letters and numbers are symbols of real objects and ideas, and they can use them to tell stories and explain information (Widiyaningrum et al., 2019). Most children will know the names and genders of family members and other personal information, then they begin to become familiar with the child's sentence structure, which may include 5 words or more, and the child's vocabulary can reach 1000-2000 words (Oktarina & Abdullah, 2017).

Parents and children are a bond in the soul. No one can separate them. This bond is in the form of an emotional relationship between children and their parents, which is reflected in behavior, including differences in religious beliefs even between parents and children, so a child is still obliged to respect his parents forever. Allah SWT commands humans to always serve or worship Allah Almighty and always do good to their parents. In terms of a child's mental, emotional, behavioural, and physical growth, parents play a crucial role in the home. In a family, children flourish when both parents have an active

part in shaping their lives by providing direction, love, appreciation, and care. It can be said that someone who speaks meaningfully with both parties and hopes that other people can participate or play a role in accordance with the common goal and hopes that the contents of the message can be informed appropriately. So, people or media in the communication process who participate in communication activities must have the same meaning or meaning in the symbols used to speak and must jointly recognize the thing being communicated. Communication is intended to form a common meaning or opinion. Communication is established so that the communicator and the communicant have the same opinion about what is being conveyed (Soliz & Giles, 2010).

Based on observations made by researchers at Tunas Ceria PAUD, it was found that children's development in terms of Communication and speaking had not developed well. This can be seen from the inability of children to repeat the words and sentences they hear, not being able to give ideas verbally in interactions, resulting in many children experiencing delays in speaking, children not being able to understand the words of the teacher who teaches them, even how many children aged 3- 5 years old who doesn't speak fluently or even uses his mother tongue (Yusuf, 2021).

## RESEARCH METHODS

Looking at the numbers, you'll see that this kind of study employs a quantitative technique, namely a methodology grounded on measurement findings derived from previously researched research variables. Field research (ineffective research) is what you get when you examine the study object. The primary goal of this study is to identify the ways in which parents' communication styles impact their children's language acquisition in the preschool years. Among the 63 respondents identified by the author, 21 were students and 21 were parent-child couples. The researchers in this study used the Purposive Sampling method. According to Sugiyono, one method for selecting samples is known as Purposive Sampling (Sugiyono, 2017). Researchers used factors such as children's limited speaking skills to choose 15 samples of parents and children for this investigation.

## RESULTS AND DISCUSSION

### Results and Discussion

#### Validity Test

To find out whether each research instrument statement is valid or not, a validity test is carried out per item. The test uses the product moment formula,  $r_{tabel}$ , which is

obtained from calculating  $df=N-2$ ,  $df=21-2$ ,  $df=19$ , so taking  $r_{tabel}$  from the 19th respondent with the help of the SPSS version 22.0 program. The results of the validity test can be seen in the table below:

Table 1. Validity Test Results of Parent-Child Communication Instruments

No	Question Items Variable X	r Value Table	Corrected Item-Total Correlation	Information
1.	Item 1	0.432	0,836	Valid
2.	Item 2	0.432	0,448	Valid
3.	Item 3	0.432	0,896	Valid
4.	Item 4	0.432	0,674	Valid
5.	Item 5	0.432	0,580	Valid
6.	Item 6	0.432	0,591	Valid
7.	Item 7	0.432	0,632	Valid
8.	Item 8	0.432	0,580	Valid
9.	Item 9	0.432	0,702	Valid
10.	Item 10	0.432	0,608	Valid
11.	Item 11	0.432	0,804	Valid
12.	Item 12	0.432	0,584	Valid
13.	Item 13	0.432	0,677	Valid
14.	Item 14	0.432	0,723	Valid
15.	Item 15	0.432	0,675	Valid
16.	Item 16	0.432	0,480	Valid
17.	Item 16	0.432	0,580	Valid
18.	Item 16	0.432	0,591	Valid
19.	Item 16	0.432	0,632	Valid
20.	Item 16	0.432	0,868	Valid

From the validity test of the instrument that has been carried out, the results obtained are that there are 20 questions that have been tested from educational environment variables, which can be said to meet the validity requirements based on the validity test, in the sense that overall the questionnaire created by the researcher is said to be valid, so that all research questionnaires that have been carried out are valid. The parent communication variable used is 20 question items. Validity test calculations can be seen in the attachment.

## Reliability Test

Reliability testing will then be conducted on the validated questionnaire. This research used Cronbach's Alpha to measure reliability. Researchers used the Windows programme SPSS (Statistical Product and Service Solution) 22.0 to determine the reliability of the two scales. The following is the alpha coefficient determined by the programme.

Table 2. Reliability Test Results

No	Variable	Cronbach's Alpha	Reliability Limits	Information
1	Parent communication	0.757	0.432	Reliable

According to Table 4.4's reliability test findings, every research instrument has a Cronbach's Alpha coefficient greater than 0.432. It is safe to say that the instrument is trustworthy enough to be utilised for research.

## Analysis Prerequisite Test

### 1. Normality Test

The goal of doing the normality test is to determine whether all of the variables follow a normal distribution. The Kolmogorov-Smirnov formula, which may be simplified with the use of the SPSS for Windows 22.0 programme, is one approach to determining the normalcy value. To make a call, one looks at the significance value of Asymp. If the significance level (2-tailed) is greater than 0.05, then the data follows a normal distribution. The data is not considered normally distributed if, however, the significance level is less than 0.05 ((sig) < 0.05).

The statistical significance of the parental communication variable (X) Asymp is known from the SPSS results. Asymptotic values for the child's social-emotional capacity (y) and Sig (2-tailed) are 0.183 and 0.05, respectively. The significance level (2-tailed) is 0.200 over the threshold of 0.05. Therefore, the data is regularly distributed, as per the decision-making premise in the Kolmogorov-Smirnov normality test mentioned earlier. Since the regression model's normalcy assumptions or conditions have been satisfied, parametric statistical tests may be used.

Table 3 One-Sample Kolmogorov-Smirnov Test

		Communication Language	
N		21	21
Normal Parameters <sup>b</sup>	Mean	58.29	21.00
	Std. Deviation	8.872	2.449
Most Extreme Differences	Absolute	.158	.126

	Positive	.158	.119
	Negative	-.138	-.126
Test Statistic		.158	.126
Asymp. Sig. (2-tailed)		.183 <sup>c</sup>	.200 <sup>c,d</sup>
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

## 2. Linearity Test

Classification assumptions in linear regression and correlation analysis include the linearity test. To determine whether there is a linear connection between two variables, one may perform this linearity test. When the connection between the independent and dependent variables is linear, we say that the regression model is good. To determine whether the linear model used is suitable for the given scenario, the linearity test is used. One definition of linearity is a pattern or association of variables that looks like a straight line. This study used IBM SPSS 22.0 to aid with the linearity test. The direction of the linear connection between the two variables might be either positive or negative. Handover partnerships are another name for positive interactions. When one variable rises in response to an increase in the other, we say that the two variables are positively related. For unidirectional or negative connections, it's the other way around. What follows is the hypothesis for the study linearity test.

- $H_0$  = The regression model has a non-linear pattern.
- $H_1$  = The regression model has a linear pattern.

The basic criteria for reversing testing decisions in a linearity test is comparing the significance (Sig.) value with a level of 5% or 0.05 in the following way:

- If the Sig value. > 0.05, then there is a significant linear relationship between variable X and variable Y.
- There is no significant link between variable X and variable Y if the Sig value is less than 0.05.

The output data results from the linearity test obtained through calculations using the IBM SPSS 22 application are as follows:

Table 4. ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.945	1	44.945	11.378	.103 <sup>b</sup>
	Residual	75.055	19	3.950		
	Total	120.000	20			

a. Dependent Variable: Language

b. Predictors: (Constant), Communication

In the Model Summary output, you can see the results of a basic correlation analysis derived from the simple linear regression analysis up top. We have an R-squared value of 0.612. even if other factors unrelated to the study variables account for 38.8% of the variance.

### Hypothesis Testing

When using multiple linear regression, one may test hypotheses about the relationship between the two variables by looking at how much of an impact one has on the other at the same time.

#### 1. Coefficient of Determination Test

Before testing the hypothesis, correlation analysis is first carried out obtained from the simple and multiple regression output, the results of which are as follows:

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612 <sup>a</sup>	.375	.342	1.988

a. Predictors: (Constant), Communication

Model Summary output from basic linear regression analysis shows the findings of a simple correlation study. The R square value is 0.612. whereas other factors unrelated to the study variables account for the remaining 38.8 percent.

#### 2. T-test (Partial Hypothesis Test)

##### a. Formulate a partial hypothesis

- 1) Ha: There is a positive influence between parental Communication and early childhood language development at PAUD Tunas Ceria.
- 2) Developing Levels of Significance In order to examine how parental communication impacts the language development of young children at the Tunas Ceria preschool in Talang Pagar Agung Village, we will accept the null hypothesis (Ho) and reject the alternative hypothesis (Ha) if the significance value is greater than  $\alpha$  (0.05). On the other

hand, if the value of significance is less than  $\alpha$  (0.05), we will reject the null hypothesis and accept the alternative hypothesis ( $H_a$ ).

3) The t-test for partial hypothesis testing In order to determine whether it is somewhat important. In this research,  $t_{count}$  and  $t_{table}$  were compared using a 5% significance level and  $N=21$ . The t distribution table was generated using an  $\alpha = 5\% : 2 = 2.5\%$  two-sided test, with  $df = n-k-1 = 133 - 2 - 1 = 18$  (where  $n$  is the number of respondents and  $k$  is the number of in-dependent variables). The output from  $t_{table}$  is a value of 2.10092. For this analysis, the SPSS 22.0 software for Windows yielded these outcomes:

Table 6. Coefficients<sup>a</sup>

	Model	Unstandardized	Standardized	t	Sig.
		Coefficients	Coefficients		
		B	Std. Error	Beta	
1	(Constant)	11.152	2.952		3.778 .001
	Communication	.169	.050	.612	3.373 .003

a. Dependent Variable: Language

The findings of the first alternative hypothesis ( $H_a$ ) test were accepted, as shown in the table above. By comparing  $t_{count}$  and  $t_{table}$ , the first hypothesis testing is performed. The computed  $t_{value}$  is 3.373, as seen in the Coefficients table up top. As a result, the  $t_{table}$  value is 2,100 at the 0.05 level of significance. When the two are compared, the result is that  $t_{count}$  is more than  $t_{table}$  ( $3,373 > 2,100$ ). There is a lesser likelihood of  $0.000 < 0.05$ , which means that the significance value of  $t$  for the parental communication variable is 0.001. Thus, the results of this test indicate that  $H_a$  is correct and  $H_o$  is incorrect. It may be inferred that at PAUD Tunas Ceria, there is a connection between parental communication and the development of early children language skills.

### 3. F Test (Simultaneous Hypothesis Testing)

The F test is designed to ascertain the impact of all variables  $X$  on variable  $Y$ , specifically in a simultaneous manner. In this particular case, it aims to determine the influence of parental Communication on early childhood language development at PAUD Tunas Ceria. The effect can be assessed by comparing  $f_{count}$  and  $f_{table}$ , with a significance level of 5% and  $N$  21. The value of  $f_{table}$  obtained is 3.55, utilizing a confidence level of 95% ( $\alpha = 5\%$ ). The degrees of freedom ( $df$ ) are calculated as follows:  $df-1$  (number of variables -1) is 2, and  $df$  2 ( $n-k-1$ ) is 18 (where  $n$  represents the number of

respondents and  $k$  represents the number of independent variables). The decision-making process is based on whether the calculated  $f_{\text{value}}$  is greater than the  $f_{\text{table}}$  value ( $f_{\text{count}} > f_{\text{table}}$ ). If it is, then there is a simultaneous influence between parental Communication and early childhood language development. On the other hand, if  $f_{\text{count}}$  is smaller than  $F_{\text{table}}$  ( $f_{\text{count}} < f_{\text{table}}$ ), then there is no simultaneous influence between parental Communication and early childhood language development. The obtained result from  $f_{\text{table}}$  is 3.55. The SPSS for Windows 22.0 program was employed to calculate these results.

Tabel 7. ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.945	1	44.945	11.378	.003 <sup>b</sup>
	Residual	75.055	19	3.950		
	Total	120.000	20			

a. Dependent Variable: Language

b. Predictors: (Constant), Communication

With 11,378 as the  $f_{\text{count}}$ , according to the table above. In this case, a significance level of 0.03 is less than 0.05, and  $f_{\text{count}}$  (11.378) is more than  $f_{\text{table}}$  (3.070). The results of the simultaneous test (F test) indicate a significance value of 0.03. Consequently, the acquired significance value is less than the expressed probability  $\alpha$  ( $0.03 < 0.05$ ). Accordingly,  $H_a$  is approved whereas  $H_o$  is refused. It follows that parental communication has a positive and concurrent effect on their children's language development in the early years. At the same time, these are the outcomes of the regression equation:

Table 8. Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.152	2.952		3.778	.001
	Communication	.169	.050	.612	3.373	.003

a. Dependent Variable: Language

From the table of regression analysis findings, we can deduce the following from the regression equation:

$$Y = a + Bx$$

Y = dependent variable (dependent/influenced variable)

X = independent variable (independent/influencing variable)

a = regression constant

b = intercept or slope of a regression line.

$$\text{Learning outcomes (Y)} = 11.152 + (0,169)X$$

From the regression equation above it can be interpreted as follows:

- a. Constant value = 11.152. This shows that if the value of parental Communication (X) in the research object is equal to zero, then the magnitude of early childhood language development (Y) is 11,152
- b. Coefficient value  $b_1 = (0.169)$ . This shows that if the learning resource value (X1) increases by one point, then the learning resource is 0.169.

## CONCLUSION

A  $t$ -value of 3.373 was computed using the data in the Coefficients table that was previously shown. As a result, the  $t$ -table value is 2,100 at the 0.05 level of significance. When the two are compared, the result is that  $t$ -count is more than  $t$ -table ( $3,373 > 2,100$ ). The  $t$ -value for parental communication is 0.001, which is less than the probability of 0.05 ( $0.000 < 0.05$ ). Thus, the results of this test indicate that  $H_a$  is correct and  $H_o$  is incorrect. Thus, at PAUD Tunas Ceria, there is a correlation between the quality of parental communication and the linguistic development of young children. The second part of the research focuses on the impact of parental communication on their children's language development in the early years. The study was conducted in PAUD Tunas Ceria, Talang Pagar Agung Village, Pa-jar Bulan District, Lahat Regency. The results showed that for every one unit increase in parental communication score (X), there was a corresponding 0.169 increase in the child's language ability score, with a constant of 11.152. The  $F$ -count ( $11,378 > F$ -table ( $3,070$ ) = 0.05, indicating a substantial impact.

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