

The relationship between communication patterns in the family and children's expressive language skills at the age of 5-6 years

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Abstract

The role of the family in children's language development is also very influential, because the family is the first and main environment for children to learn, especially fathers and mothers. Parents have a role to play to help children complete their developmental tasks including developing language skills. Every parent's actions in the family and social environment will affect the child's language development. Parents are the first people to engage and interact with children so parents are considered the first teachers for children. Positive communication between parents and children can shape a child's language development. The purpose of this study is to analyze the relationship between communication patterns in the family and expressive language skills in children aged 5–6 years at TKIT Al-Mumtaz. This study uses a correlational research method, the use of the correlation method because it examines the relationship or correlation between two variables. With data collection techniques, namely observation, interviews and questionnaires.

Keywords: Communication Patterns. Expressive language, Children 5–6 years old

INTRODUCTION

Early childhood is now in the alpha generation, namely the generation born in 2010–2025. This generation was born at a time when information technology was developing rapidly so that the children of the alpha generation were familiar with technology from an early age. The alpha generation is children born from the millennial generation (McCrindle and Wolfinger, 2009). The characteristics of the alpha generation are mastering technology, potentially bringing updates, having strong thoughts and opinions, interacting more through social media, not liking to be limited by rules, constantly changing, and happy to innovate.

The development of technology and information has an impact on children, both positively and negatively. One of the negative impacts that characterizes the alpha generation is that they interact more through the media so that children rarely socialize directly. So that face-to-face

interaction will experience language difficulties because they are used to interacting through social media. Meanwhile, language for children is very important, because with language children are able to express everything they feel to others. In addition, children can also communicate with the surrounding environment, and as a means to channel children's expressions.

The role of the family in the development of children's language is also very influential, because the family is the first and main environment for children to learn, especially fathers and mothers. Parents have a role to help children complete their developmental tasks including developing language skills. Every parent's actions in the family and social environment will have an influence on the development of children's language. Parents are the first people to engage and interact with children so parents are considered the first teachers for children. Positive communication between parents and children can shape a child's language development. The first language that children acquire is the language used to help children understand the meaning comprehensively. Language skills are learned and acquired from an early age naturally to adapt to the environment as a means of socialization. The ability to demonstrate the ability of a relatively stable person to manifest a variety of different, but related, specific activities (Colquitt et al., 2015).

A child's language skills are very important and can affect a child's adjustment in terms of social and personality. First, children who are good at talking will feel satisfied because they can express their needs and desires to others. Second, children who are good at talking get more attention from others. Third, children who are good at speaking can build relationships with others and can become leaders (Anggalia et al., 2014).

Language is seen as a tool for expressing meaning that is manifested in the form of lexiconography. Lexiconography is a combination of grammar with vocabulary or vocabulary that is arranged based on grammatical principles to express meaning in language. The meaning in question is in the form of ideas, thoughts, feelings, opinions. Will, and desire or message and information (Gurning and Siregar, 2017).

Based on several opinions, it can be concluded that expressive language is a way for a child to communicate by expressing feelings, words, desires, and showing facial expressions, body movements, and tone of speech. From the explanation above, it can be concluded that language is so important for humans, that in their activities humans always use language as a tool or means to communicate with each other, because language is a tool used to form thoughts.

Developing children's expressive language requires the right way according to their developmental stage by paying attention to the factors that affect the development of children's language, one of which is an internal factor, namely the environment in the family. Therefore, parents and teachers must stimulate children to express their desires without any coercion from others. According to Judarwanto and Santrock (in Kurniasih, 2021) there are several factors that affect children's language development, one of which is the psychosocial environmental factor, namely, stimulation carried out by parents in the form of verbal, non-verbal communication as well as laissez-faire, protective, pluralistic and consensual communication patterns to children.

Wrong parental ways and communication in children often lead to delays, as development occurs as a result of the process of imitation and learning from the environment and language is not learned in the social environment. Parental communication errors can affect the achievement and quality of a child's speech and language development. Children can achieve language benchmarks, sentence composition, at an appropriate stage but are unable or weak in discussing/communicating with other children or with adults (Kurniasih, 2021).

From some opinions can about communication in the family and expressive language it can be concluded that language is very important, language disorders may limit the ability to express desires, needs and emotions, which can cause negative impacts on peer relationships and those around them. Communication in the family helps children in language development because the first interaction is obtained in the family, so the role of parents in child development is very important.

The development of technology also affects communication patterns in the family, children have been given mobile phones or other electronics that make children focus on watching or playing games. So parents and children rarely communicate. It is not uncommon for parents to give their children mobile phones to calm their children when they cry, which is one of the factors that hinder children's language skills. Children urgently need communication activities, one of the symptoms in children with language and speech disorders, namely pronunciation errors. The results of observations conducted on two groups B at TKIT Al-Mumtaz, namely group B1 and group B2, have different language skills. There are children who have good expressive language skills, some are still lacking and there are also those who try to process words, express desires and express ideas. Children who are quiet, lack of expressing desires and expressing ideas to teachers and friends are also present. Each child has a communication pattern with parents in different daily activities, with different parents' busyness that affects their intensity in communicating, exchanging stories or experiences and expressing ideas.

From the observation of CP (Developmental Achievement) Analysis, there are several children who do it first, they must be guided or exemplified. The two children who do it still have to be reminded or helped by the teacher. The three children are able to do it independently and consistently without having to be reminded or exemplified by the teacher. The four children have been able to do it independently and have been able to help their friends who have not reached their abilities according to the expected indicators. Based on the data above, there are several children who are already good at expressive language according to their development. And there are some children who are still lacking in expressive language or have difficulty processing words, expressing feelings and expressing ideas.

The reason for choosing children's expressive language skills and TKIT Al-Mumtaz Pontianak is because there is still a lack of expressive language skills in children, both with teachers and peers, as well as the busyness of parents at TKIT Al-Mumtaz. The average parent of a student at TKIT Al-Mumtaz is a worker who is one of the causes of the lack of communication between parents and children, children have also been introduced to technology by parents so that children prefer to play mobile phones rather than communicate with parents, family or other people. Based on the background of the problems in kindergarten above, the researcher is interested in raising "The Relationship Between Communication Patterns in the Family and Expressive Language Skills of Children Aged 5-6 Years". The general purpose of this study is to analyze the relationship between communication patterns in the family and expressive language skills in children aged 5-6 years. And the specific purpose of this study is to find out about the expressive language ability of children aged 5-6 years, the form of communication patterns in the family used in children aged 5-6 years, and whether or not there is a relationship between communication patterns and expressive language skills in children aged 5-6 years.

Previous research conducted by Ayu Suci, P. D. (2019) in her research entitled "The Relationship between Parental Communication Patterns and Language Development of Children Aged 4-6 Years" the previous form of research was qualitative correlational while this study used quantitative correlation. The object in the previous study was children aged 4-6 years while in this study children were at the age of 5-6 years. The variables of the previous research were parental communication patterns and language development while the variables of this study were communication patterns in the family that discussed the family environment and explicit language that discussed the responses, expressions or movements of children when they were invited to speak or to the interlocutor. The focus of previous research was the communication patterns of the elderly on the development of discussion, while the focus of this research was the use of communication patterns in the family on the development of expressive language. According to Ayu Suci, P. D. (2019) A child can convey his desires and opinions directly or indirectly through language.

Method

2.1 Method

Based on the formulation of this research problem, a quantitative approach is used with a correlational research method, the use of the correlation method in this study is because it examines the relationship or correlation between two variables. In this study, the researcher did not manipulate the variables involved, but measured those variables to assess the statistical relationship between the variables involved. The correlation method can help researchers to understand the extent of the relationship between the variables involved. *Quantitative and Qualitative Research Methodologies and R&D*, 2019 stated "Correlation research is a type of research with problem characteristics in the form of correlation relationships between two or more variables". The correlation method understands between the variables involved, namely the variables involved in this study, there are two, namely variable (X) is the pattern of communication in the family and variable (Y) is the expressive language ability used to represent the correlation variable in this study.

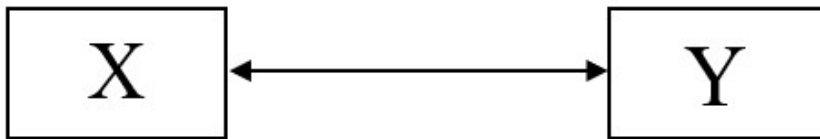


Figure 1. Correlation Research

This research was carried out at TKIT Al-Mumtaz Pontianak, Pontianak Kota District. In this study, the population is all children aged 5–6 years, the sampling technique uses the cluster random sampling technique. The sample in this study consisted of 15 students in the B1 group and 15 students in the B2 group. The data collection tool in this study uses an instrument sheet containing a checklist column consisting of assessment indicator items where children's achievement will be assessed using scores with criteria 1 (Disagree/TS), 2 (Moderately Agree/CS), 3 (Agree/S), 4 (Extremely Agree/SS). This study is a quantitative data analysis using the correlation analysis method which is intended to find out whether there is a relationship between variable X and variable Y. The analysis technique of this study uses a correlation analysis technique with data processing using IMB SPSS Statistics 26.

2.2 Research Design

According to Cooper and Schindler, 2014 research design is planning based on research activities, time, and questions as well as instructions for selecting information and a framework to explain the relationship between variables. Meanwhile, according to Shona, 2023, it is revealed that research design or also called a research strategy is a plan to answer a series of research questions. In this section is a framework that includes methods and procedures that collect, analyze, and interpret data. The research design used in this study based on the formulation of the problem is an associative research design. According to *Quantitative and Qualitative Research Methodologies and R&D*, 2019, associative research is a formulation of a research problem that asks about the relationship between two or more variables. The purpose of using associative is to see the relationship of one variable to another variable in order to provide an explanation of the relationship between communication patterns in the family and expressive language skills in children aged 5–6 years.

2.3 Research Approach

The approach used by the researcher in this study is to use a quantitative approach. The quantitative method is a research method that uses data in the form of numbers as a tool to analyze information about what you want to know. Quantitative research is research that emphasizes the analysis of numerical data (numbers) processed by statistical methods. Basically, a quantitative approach is carried out on inferential research (hypothesis testing) and relies the conclusion of the results on a probability of zero hypothesis rejection. With quantitative methods, the significance of

group differences or relationships between the variables studied was obtained. In general, quantitative research is a large sample of research (Bambang Sudaryana et al., 2022). This study uses research instruments to measure variables and analyze data based on statistical procedures.

2.4 Forms of research

The form of this research is relationship research. Relationship, relational, or simple correlation research (often simply called correlation) is used to investigate the relationship between measurement results against two different variables at the same time. This study aims to determine the degree or degree of relationship between a pair of variables (bivariate). In conducting this study, the researcher first determined a pair of variables to be investigated at the level of relationship. The choice of both variables should be based on theories, assumptions, prior research results, or experience that the two are likely to be related. The advantage in using correlation research is investigating two or more variables at the same time.

Population and Sample

3.1 Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to study and then draw conclusions (*Qualitative and R&D Quantitative Research Methods*, 2020). Based on this opinion, in this study, the population in question is children aged 5–6 years at TKIT Al-Mumtaz Pontianak.

3.2 Samples

The number of samples in this study amounted to ±300 students, so in this study the sampling technique used was cluster random sampling. According to Sugiyono, 2018, cluster random sampling is a regional sampling technique used to determine samples when the object to be studied or the data source is very broad. The sample in this study uses the Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n : Number of samples

N : total population

e : tolerance limit

The tolerance limit is expressed as a percentage. The smaller the tolerance for error, the more accurately the sample describes the population. For example, a researcher with a 10% error limit means that it has a 90% accuracy rate. Research with a margin of error of 20% has an accuracy of 80%. The population of children aged 5–6 years at TKIT Al-Mumtaz amounted to ±300 children so the number of samples taken was:

$$n = \frac{300}{1 + 300 \times (0.04)^2} = \frac{300}{12} = 25$$

The population has been divided into seven groups. Each group consists of fifteen students or fourteen students. The research sample needed in this study is at least 25 respondents, but in this study the researcher took a sample of 29 respondents, namely 15 students in the B1 group and 15 students in the B2 group.

Research Instruments

According to Polit & Back (in Sathiyaseelan, 2015) Instrument is a general term that researchers use for measurement devices, for example, questionnaires, checklists. The selection of research instruments is a very important step in the research process. This instrument is used to measure research variables. An extensive literature search will help researchers to identify the right instrument to use. The type of research instrument is decided based on a review of data needs. The research instrument must capture each variable in terms of its conceptual or theoretical definition. This research instrument is an observation guideline that contains observations of children's expressive language skills, interview guidelines to teachers about children's expressive language skills and a questionnaire that will be distributed to parents about communication patterns in the family in groups B1 and B2 at TKIT Al-Mumtaz Pontianak.

Test Data Validity

The validity in the study states the degree of accuracy of the research measuring instrument to the actual content measured. A validity test is a test used to show the extent to which a measuring tool used in a measure is being measured. Meanwhile, reliability refers to an understanding that the instruments used in research to obtain the information used can be trusted as a data collection tool and are able to reveal actual information in the field (Sanaky, 2021) In the trial of the communication pattern instrument in the family and expressive language development in children conducted on 33 respondents, it was found that Pearson's significance value with a value of 0.002 was less than 0.05, so that the statement items that form the variables of communication patterns in this study can be said to be valid. So that the requirements for the reliability of the questionnaire can be met and the statement items on the variables of the communication pattern can be said to be reliable.

RESULT AND DISCUSSION

6.1 Result

a. Children's Expressive Language Skills

The following is a summary of the profile of the research subjects which includes the gender of the parents or gender, age, last education, occupation, gender of the child and the age of the child.

Table 1. Respondent Profile Data

	Profile	Frequency
Gender/gender	Man	11
	Woman	19
Age	< 30 Years	5
	31 – 35 years old	6
	36 – 40 Years	13
	41 – 45 years old	5
	< 46 years	1
Last education	SD	1
	JUNIOR	6
	SMA	6
	D1/D2/D3/S1/S2/S3	17
Work	Civil servants	12
	PRIVATE	3
	SELF EMPLOYED	2
	IRT (Housewives)	13
Child gender	Man	16
	Woman	14
Child's age	5 Years	10
	6 Years	20

Based on the data obtained, it can be seen that the subjects are mostly women with a frequency of 19 people and the number of male subjects is 11 people. In terms of age, it can be concluded that most

of the respondents are between 36–40 years old, with a frequency of 13 people. In terms of education, the majority of courses, namely 17 people, are graduates of D1/D2/D3/S1/S2/S3. In terms of work, it is not much different from IRT (Housewives) which is 13 people and civil servants who are 12 people who are only 1 point different. The following are the results of data obtained using a questionnaire about children's expressive language skills at TKIT Al-Mumtaz: The data taken showed that the explicit language development of children with the highest score was 70, namely two children. The number of expressive language skills of children with an average score above 50 (>50). Children's language development was quite good with a score of 36–55 for 10 children and good children's language development with a score of 56–75 for 20 children. The level of language development that is not in accordance with the child's language development at his age, the child's social relationships will be hampered or hampered. Because children will have difficulty communicating in friendship and in social environments.

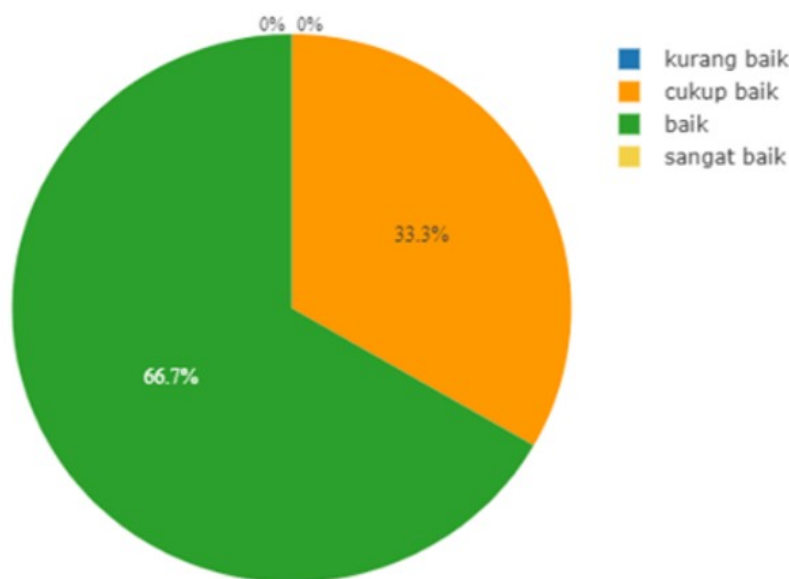


Figure 2. Child Expressive Language Ability Pie Chart

According to the pie chart data above, the number of children's expressive language skills is good with a total of 6.67% and 33.3% of children's language skills are quite good. The level of language development that is not in accordance with the child's language development at his age, the child's social relationships will be hampered or hampered. Because children will have difficulty communicating in friendship and in the social environment.

b. Forms of Communication Patterns in the Family

The data in the table above shows that the child's special language development with the highest score is 70, which is two. The number of expressive language skills of children with an average score above 50 (>50). The level of language development that is not in accordance with the child's language development at his age, the child's social relationships will be hampered or hampered. Because children will have difficulty communicating in friendship and in the social environment. According to the data, the total value in the communication pattern in the family is 365 points for the authoritarian communication pattern, 537 points for the democratic communication pattern, and 352 points for the permissive communication pattern. The highest number or the most widely used communication pattern of the total score is the democratic communication pattern with an overall score of 537.

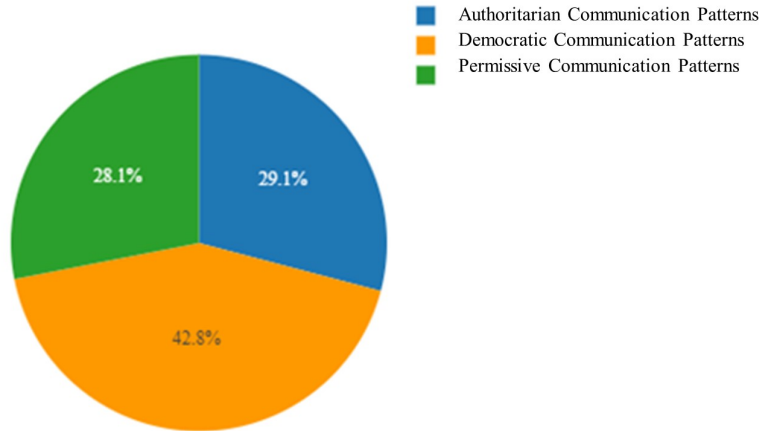


Figure 3. Circle Diagram of Communication Patterns in the Family

According to the pie chart data above, the number of children's expressive language skills is good with a total of 6.67% and 33.3% of children's language skills are quite good. The level of language development that is not in accordance with the child's language development at his age, the child's social relationships will be hampered or hampered. Because children will have difficulty communicating in friendship and in the social environment.

c. The relationship between communication patterns in the family and expressive language skills in children aged 5–6 years

The following is a normality test, the normality test aims to ensure that the residual regression model spreads following the normal distribution. The normality test procedure was carried out by the kolmogorov smirnov test. If the significance value of the Kolmogorov Smirnov test > 0.05 ($=5\%$), then the residual regression model is normally distributed.

Table 2. Normality Test

Kolmogorov-Smirnov	Statistic	Df	Sig.
Communication in the Family	.121	30	.200
Development of Expressive Language	.141	30	.134

Based on the test results, it was found that the significance value of Kolmogorov Smirnov's test was a communication variable in the family of 0.200, where the value was greater than 0.05. Meanwhile, the variable of expressive language development of 0.134 is greater than 0.05, so it can be concluded that the residual regression model is distributed normally (the assumption of normality is met).

Table 3. Correlation Results

Communication in the Family	Pearson Correlation	1	.540
	Sig. (2-tailed)		.002
	N	30	30
Development of Expressive Language	Pearson Correlation	.540	1
	Sig. (2-tailed)		.002
	N	30	30

Correlation analysis was carried out to determine the relationship between communication patterns in the family and the development of expressive language. Based on the results of the

correlation test between the variables of communication patterns in the family and the development of children’s expressive language. In this case, a significant value of 0.002 was obtained less than 0.05 so that the relationship between communication patterns in the family and the development of children’s expressive language became significant (real). The Pearson correlation value of 0.540 is greater than 0.05 (>0.05). This shows that communication patterns in the family have a relationship of 54% and are positive for children’s expressive language development. A positive value occurs when the correlation value is greater than 0, so the two variables compared have a positive relationship. When one variable moves higher or lower, the other variable moves in the same direction and the magnitude of the value is also the same.

Table 4. Values of expressive language and communication patterns

Pattern Communication	Expressive Language	
	Pretty Good	Good
Authoritarian	17.1%	
Democracy		66.7%
Permissive	16.2%	

Families that use authoritarian communication patterns with good expressive language skills are 17.1%, good democracy 66.7% and good permissive 16.2%. Communication in the family will strengthen family relationships and as a solution to problems that exist in the family because of openness. In this case, communication plays an important role in the harmony of a relationship in the family, one of which is children. Good and effective communication will improve children’s expressive language skills. The family has a very big role in teaching, guiding, and providing an understanding of children. The family provides the language understanding that children need through the right communication pattern so that communication goes well. Developmental problems that exist in early childhood such as language development problems can be overcome with family communication patterns.

6.2 Discussion

a. Children’s Expressive Language Skills

Children’s language skills develop by being invited to communicate. Language functions as a means of communication such as speaking, listening, reading, and writing, developing intellectual abilities in children, developing children’s expressions, and assisting children in expressing their ideas, and feelings to others (Ulfah, Saleh, et al., 2019).

A child’s expressive language skills are in a combinatorial development where the child is able to speak regularly and in a structured manner, their conversations can be understood by others and the child is able to respond both positively and negatively to the conversation of his interlocutor. Spoken language or expressive language is a language that is produced using speech instruments (Organ Of Speech) with phonemes as its basic element. Spoken language includes aspects of pronunciation, grammar (letter form and sentence structure), and vocabulary (*Development of Early Childhood Speech Skills. Jakarta: Ministry of National Education, 2015*). According to Dastpak et al., 2017 in language development, children already have the ability to master a language. Children’s language development can be seen from their activeness in speaking during teaching activities or while talking to their friends.

According to CChomsky, 1987, expressive language is an expression of feelings from the natural human ability to produce complex and meaningful language. Listening and reading are considered receptive language skills and speaking and writing are considered expressive language skills (Al-tinkaynak, 2019). According to Permendikbud number 146 of 2014, the indicator of achievement in understanding expressive language at the age of 5–6 years is expressing desires, feelings and opinions using simple sentences in communication. Indicators that show expressive abilities in children are by showing behavior that likes to express feelings, and tell the content of the story simply.

In the results of the study, children's expressive language skills had a good average score. The level of language development that is not in accordance with the child's language development at his age, the child's social relationships will be hampered or hampered. Because children will have difficulty communicating in friendship and in the social environment. Children's expressive language skills can be channeled through providing opportunities for children to express their thoughts and feelings.

b. Forms of Communication Patterns in the Family

Data from the study of communication patterns in the family that are widely used are democratic communication patterns. Families that use democratic communication patterns show that the value of children's expressive language skills is quite good or very good. Meanwhile, children with low language proficiency scores whose parents use authoritarian and permissive communication patterns are the same as the slight difference in the democratic communication patterns used. According to Prasetya, et al. (in Oxianus Sabarua and Mornene, 2020), stated that communication is defined as the process of statements (information) or ideas being transmitted, but where the sender and receiver of the message are already actively and creatively participating in the formation of the meaning of the message being transmitted. According to Sharma et al., 2014 the family plays a role in providing support in order to influence the child's future life.

Parents' reactions to the disclosure of children's emotional expressions will carry over when they grow up. Parents' attitudes and lack of attention to children will affect the way children express their emotions. The treatment of parents who tend to be rude will cause children to be less able to express the positive emotions they feel, so it will trigger children to express their negative emotions more excessively (Hasiana, 2020)

Parents who have a good communication pattern with their children will provide many benefits for children, such as children developing without having to feel mental pressure. Mental stress can be caused by miscommunication by parents or other family members so that it has an impact on the child's overall personality (Sari et al., 2010). 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 their social-emotional intelligence, be able to establish family relationships, develop children's confidence and self-esteem, be able to increase children's thinking intelligence to distinguish between right and wrong, develop concern for the environment and the surrounding nature, introduce to God the Creator and as a tool to solve problems (Andrianto, 2011).

The form of communication patterns used can affect children's expressive language skills. As a parent, when communicating with children, the content or message to be conveyed must be clear and directed so that the child who listens can understand well and there must be feedback. Use communication that does not command the child and listen to the child's opinion or sentence so that the child feels appreciated. The absence of communication in the family can lead to a gap, children can show respect only inside the house but if they are outside the house then they are doing something negative.

c. The relationship between communication patterns and expressive language skills in children

Data from the analysis of the research that has been obtained shows that there is a relationship between communication patterns carried out by parents or families and the development of expressive language in early childhood. This can be seen from the results of the correlation test in table 8 about the results of the analysis of the relationship between communication patterns and expressive language development. Which shows a significant value of 0.002 which is less than 0.05. Pearson's correlation has a positive value, meaning that there is a positive relationship between communication patterns in the family and children's expressive language skills. This shows that the better the communication pattern carried out by parents or families, the more expressive language development will be improved in early childhood.

Parental communication patterns have a relationship with children's speech development. If parents apply communication patterns with the stages of children's speech development, then children's speech development will be able to develop well (Astuti et al., 2019). The family as the first educator for children has an important role that affects the development of children's language. According to Fitriani (2019), environmental factors are among the most decisive. The environment in which children are raised is one of the important factors that affect children's language development. With parents who often invite to communicate and children to interact socially in their environment, children's speech development will be more optimal according to their developmental age. Because by communicating and interacting, children will have the opportunity to convey their intentions, ideas, desires, hopes, and feelings that they experience. Children can tell their parents or other adults and their peers. That way the child does not experience problems in speaking.

Based on the results of a study conducted by researchers at TKIT Al-Mumtaz Pontianak in a play group about the relationship between parental communication patterns and expressive language skills of children aged 5–6 years. The results of the study were obtained that parents' communication patterns towards children's expressive language skills have a relationship with each other, which means that the way parents communicate has a significant relationship with children's expressive language skills. From the results of research that has been conducted by Ayu Suci, P. D. (2019) also states that the relationship between parental communication patterns and language development of children aged 4–6 years is very strong. With a good communication pattern in the family, it will automatically affect the development of children's speech. If the family uses a positive communication pattern, the child also shows positive language development, but on the other hand, if the family environment provides a negative way of communicating, it will cause problems in the development of speech. The relationship between parents and children, especially communication, is very important to stimulate children to increase their vocabulary.

An environment that does not have supportive conditions for the growth and development of children will greatly affect the development of children such as the lack of communication in the environment will greatly hinder the growth and development of children such as the development of children. Developing communication patterns in realizing quality learning is to form effective communication in accordance with the four points of effective communication in the family can be carried out well, namely respect, clarity, empathy and humility in communicating.

CONCLUSION

Based on the results of the research that has been conducted, that the expressive language skills of children at TKIT Al-Mumtaz have a good average score. The communication pattern that is widely used by parents is a democratic communication pattern with the results of good explicit abilities of children. The results showed that there was a relationship between communication patterns in the family and a Pearson correlation value of 0.540 greater than 0.05 (>0.05) which had a relationship of 54% and was positive for children's expressive language development. So it can be said in this study that communication patterns in the family and expressive language development in children aged 5–6 years have a relationship.

The children who had good language development in this study were parents who used democratic communication patterns. The pattern of democratic communication is openness between children and parents, which shows high trust. So that parents and children can discuss rules or other things that create communication. Children with democratic communication patterns will be more active, willing to take the initiative, willing to try, not afraid of failure, can be invited to discuss and make decisions because in a democratic communication pattern children are directly involved in discussions, discuss rules or are given the opportunity to talk about what is on their minds.

AUTHOR CONTRIBUTION STATEMENT

A. N. A conducted research and formulated the problem. H. H helps guide in the preparation

of research and article writing. L. L helps to evaluate in writing and the results of research that has been carried out. All authors have contributed to the writing of this article.

DECLARATION

The authors of this study state that they have NOT affiliation with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in the speaker's bureau; membership, employment, consulting, stock ownership, or other equity interests; and expert testimony or patent licensing arrangements), or non-financial interests (such as personal or professional relationships, affiliations, knowledge or belief) in the subject matter or material discussed in this manuscript.

DATA AVAILABILITY

The data collected during this study are the results of authors who are in accordance with the rules and requests.

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