THE PARENTING STYLE ON CHILDREN LANGUAGE ACQUISITION BASED ON SOCIOECONOMIC STATUS IN KRAPYAK WETAN KARTASURA SUKOHARJO AT 2018

THESIS

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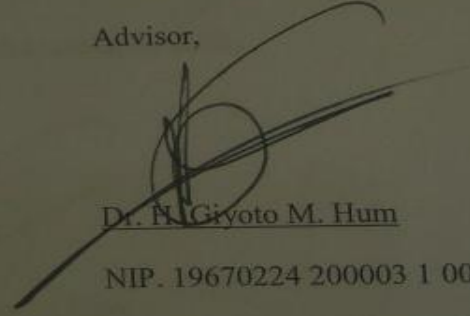
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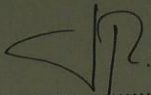
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RATIFICATION

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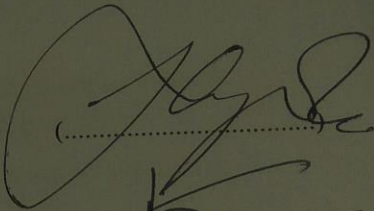
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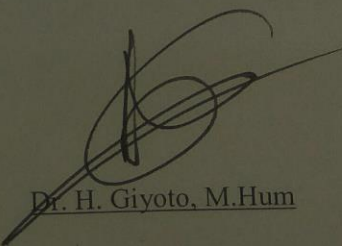NIP. 196702242000031001

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ABSTRACT

Suqiarani.2019.*The Parenting Style On Children Language Acquisition Based On Socioeconomic Status In Krapyak Wetan Kartasura Sukoharjo at 2018.*Thesis. English Education Department Study Program, Culture and Language Faculty.

Advisor   : Dr. H. Giyoto M. Hum

Key Words   : Parenting Style, Language Acquisition

This research about how is the parenting style of different socioeconomic status in teaching their children language acquisition. The aim of this research was : to describe that parenting style had different socioeconomic status in teaching their children language acquisition in Krapyak Wetan Kartasura at 2018.

In this study, the researcher applied qualitative research. The subjects of this research were children stage 6-36 months and the parents in Krapyak Wetan Kartasura. Data collection is done using observation, interview and questionnaire. In this research, the researcher used triangulation of data, it was done by compairing data taken from observation which had been held during the research process and the data from interview, observation and questionnaire which have the same source.

The results of this study was from 10 informants in Krapyak Wetan Kartasura there was 6 or 60% parents in Krapyak Wetan with low socioeconomic status and 4 or 40% parents with high socioeconomic status. The most dominant of parenting style in Krapyak Wetan Kartasura was permissive parenting style with 6 or 60% parents and authoritative parenting style with 4 or 40% parents. .

ABSTRAK

Suqiarani.2019.*The Parenting Style On Children Language Acquisition Based On Socioeconomic Status In Krapyak Wetan Kartasura Sukoharjo at 2018.*Skripsi. Pendidikan Bahasa Inggris. Fakultas Adab dan Bahasa

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Kata Kunci   : Parenting Style, Language Acquisition

Penelitan ini tentang bagaimana gaya asuh orang tua dengan sosial ekonomi berbeda dalam mengajarkan pemerolehan bahasa pada anaknya. Tujuan dari penelitian ini adalah : untuk mendeskripsikan bahwa gaya asuh orang tua di Krapyak Wetan Kartasura Sukoharjo memiliki sosial ekonomi yang berbeda dalam mengajarkan pemerolehan bahasa pada anak.

Dalam penelitian ini, peneliti menggunakan pendekatan kualitatif. Subjek dari penelitian ini adalah anak berumur 3-36 bulan dan orang tua di Krapyak Wetan Kartasura Sukoharjo. Teknik pengumpulan data yang di gunakan yaitu observasi, wawancara dan kuisioner. Dalam penelitian ini, peneliti menggunakan data triangulasi, yang di lakukan dengan cara memadukan data yang di peroleh melalui observasi yang telah di laksanakan selama penelitian dan data dari wawancara, obsrvasi dan kuisoner yang memiliki hasil yang sama.

Hasil dari penelitian ini yaitu dari 10 informan di Krapyak Wetan Kartasura Sukoharjo ada 6 atau 60% orang tua dengan status sosial ekonomi rendah dan 4 atau 40% orang tua dengan status sosial ekonomi tinggi. Gaya asuh orang tua yang paling mendominasi di gunakan di Krapyak Wetan Kartasura Sukoharjo adalah gaya asuh permisif dengan jumlah total 6 atau 60% orang tua dan gaya asuh autoritatif dengan jumlah total 4 atau 40% orang tua.

CHAPTER I

INTRODUCTION

A.   **Background Of Study**

Parenting style is a concept that describes the variation of parenting style in terms of discipline and attention to children's need, attitude and beliefs consistently to educate the children. Family is the first institution in one's life, for children to learn and express themselves as social beings. The family provides important social and environmental relationships in the learning process about humans, situations, and skills (Prasetyawati, 2010: 162). The first lesson given by the family is very influential in shaping the child's personality in the future. The learning process in the family is given directly or indirectly through interactions that occur between parents and children. Prasetyawati (2010: 163) states that parenting is a process that shows an ongoing interaction between parents and children and the process gives a change to both parents and children.

Baumrind (1966,1991) state that parenting style was a series of attitudes that parents showed to children to create emotions that encompassed interactions between parents and children which included three aspects of parenting style namely authoritarian, authoritative, and permissive. The three aspects of parenting style have their own

characteristics and each has a different effect on children's behavior (in Lestari, 2012: 50). Darling and Steinberg (1993: 488) state that parenting style is a set of parental attitudes towards children that are communicated to children and creates an emotional atmosphere where parental behavior is expressed.

Children are not taught language, they do not learn in consciously (Harmer, 2008: 49). They acquire it as a result of continued exposure from the adult especially their mother and other children around them. God gave them special instinct and mental capability to acquire and act upon the language. The first language they acquire is their mother tongue that is the language they got exclusively from their mother since they were babies. In a simple way they hear and transform it from their mother into knowledge of language and an ability to speak along with their life.

On the other hand, adult should use special kind of language to the children in their communication. Sometimes they used only one or word two with special vocabulary which the children can understand and special intonation, due to convey the interest and sympathy of the children. Adult, especially their mother and members of their family tend to involve the children in their conversation and any other interaction (Gissella, Nikita: 2017:12). This way will support the children to apply their language acquisition in their daily life interaction.

In parenting time, mother has a special role to convey the language to the chiIdren, as a mother is the closest person and she has a lot of time

to interact with the baby. At the age of one year old, children would be able to use their first language like "mama" or "mimik". (Gisella, Nikita: 2017:12). Their vocabulary would broaden their experience and motoric development. In this stage, the children continue to explore their language ability managed by their mother during their parenting time. So the education, experience and the maturity of a mother is very important in order to look after her baby. At the age of 18th months, the children will master around 10 -20 words and will be able to point out many parts of their body (Gisella, Nikita: 2017).

When a mother says, "Do you want some more milk?" (The baby goggles) " You do? Yes, you do, all right ". By using this conversation, actually, the baby is being taught rules of language unconsciously. Although there is no any special rule on how to communicate with the baby, a mother always has a way how to speak to her baby.

Trough the intensive interaction with their mothers, the children would have an incentive to communicate effectively. Even in the pre-word phase of their development, they have an instinct to let people know when they are happy, miserable, hungry or alarmed (Harmer, 2008: 49). All of this development bind up with the age, the children environment, and the type of parenting.

There is a limited study about parenting role in relation to the language acquisition to the children, especialy for parents who acquire first langauge (L1) and second language (L2). The phenomena of

bilingual language mastering, for example happened to the parents and their surrounding environment.

The following situation is common cases happen in Indonesia. We know the cases of Dono experience. He was born in Madura society, he must get Madura language. This language used this language to communicate in his childhood. In his teenage and his adult time, he would study and master Indonesian after Madura Language. So, Indonesian language is not his first language anymore. In this case Madura Language is his first language or her mother tongue and Bahasa Indonesia is his second language. (Harras dan Bachari, 2009).

Looking to the example above, the child's mother has the same L1 as the environment, so there is no problem for the mother to convey the L1 and to acquire it for the children. There is the same exposure to language acquisition the children acquire. On the other hand, according to the case of study, there would be a different style to convey the language acquisition if their mother nurtured the child using the different language with the environment. The children must acquire the language in many ways as they have language parenting and environment's language. Mother and the environment must apply various style of coding in order to make the children participate in their communication.

Socioeconomic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on

income, education, and occupation. When analyzing a family's socioeconomic status, the household income, earners' education, and occupation are examined, as well as combined income, whereas for an individual's socioeconomic status only their own attributes are assessed. However, socioeconomic status is more commonly used to depict an economic difference in society as a whole (Bradley:2014).

There are some children in Krapyak Wetan area who speak Indonesian rather than Javanese. There may be a unique process of children language acquisition happened in this neighborhood as the influence of many different characteristics in parenting style and socioeconomic status.

Krapyak Wetan rapidly develops into a strategic education and business urban area. This condition raises the effect to some aspects of population socioeconomic life and their lifestyle. Most of the parents in Krapyak Wetan neighborhood who have a high socioeconomic status may have the opportunity to give better improvements in educating their children. On the other hand, the ones of low socioeconomic status may provide fewer opportunities to give better improvements in raising their children. Then arise an interesting phenomenon of parenting style in children acquisition among them.

 Based on the background study above, the researcher would like to specify this research. Thus the researcher chooses the title "**THE**

PARENTING STYLE ON CHILDREN LANGUAGE ACQUISITION BASED ON SOCIOECONOMIC STATUS IN KRAPYAK WETAN KARTASURA AT 2018".

B.	**Limitation of The Problem**

Parenting styles, environment and socioeconomic status as the main issue to children language acquisition shape for this research is too large in scope. In this research, the researcher just limits the research for children language acquisition of golden age kids stage only in period of 6-36 month in Krapyak Wetan Kartasura neighborhood at 2018. For the reason that in this stage, the children get intensive stimulation from their parents and society. The other reason is that the researcher stays in Krapyak wetan area, so she would get an easy access to do the research.

C.	**Problem Statement**

The researcher states one problem of this research is :

How is the parenting style of different socioeconomic status in teaching their children language acquisition in Krapyak Wetan Kartasura at 2018 ?

D.   The Objectives of The Study

Based on the problem statement mentioned above, the aim of this research is:

To describe that parenting style have different socioeconomic status in teaching their children language acquisition in Krapyak Wetan Kartasura at 2018.

E.   The Benefits Of Study

The result of the reserach can give following benefits :

1. Theoritical Benefits

The researcher expected that it will be useful to the reader to get knowledge about parenting and children language acquisition problem.

2. Practical Benefits

   a. For the lecture : By doing this research, the English lecture will know the role of parenting style in teaching children language acquisition based on socioeconomic status of the parents

   b. For the students : By doing this research, the students will get the knowledge about parenting style and children language acquisition based socioeconomic status

   c. For the researcher : The result of this study will give experience and will be useful for other researcher to conductthe better research in the future.

d. For the parents : The result of this study will give knowledge about the role of parenting style and children language acquisition based on socioeconomic status of the parents

F. Key Term

1. Parenting

   Parenting or child rearing is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the intricacies of raising a child aside from the biological relationship (Ramadhany, 2015).

2. Parenting styles

   Parenting styles, according to Kimberly Kopoko, are "based upon two aspects of parenting behavior; control and warmth. Parental control refers to the degree to which parents manage their children's behavior. Parental warmth refers to the degree to which parents are accepting and responsive to their children's behavior." (Ramadhany, 2015).

3. Language Acquisition

   Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and used words and sentences to communicate (Harras dan Bachari, 2009). Language acquisition usually refers to first-language acquisition, which

studies infants' acquisition of their native language, whether that be spoken language or signed language as a result of prelingual deafness. This is distinguished from second-language acquisition, which deals with the acquisition (in both children and adults) of additional languages.

4. Socioeconomic Status

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, whereas for an individual's SES only their own attributes are assessed. However, SES is more commonly used to depict an economic difference in society as a whole (Bradley: 2014).

CHAPTER II

REVIEW ON RELATED LITERATURE

A. **Children Language Acquisition**

Language acquisition is a process of language mastery done by the children naturaly when they acquire mother tongue. According to Chomsky (1974), children language acquisition have a vast search space to explore among all possible human grammars. Yet, at the time there was no evidence indicated that children receive sufficient input to learn all the rules of their language. Hence, there must be some other innate mechanism that endow a language ability to humans (Harras dan Bachari, 2009:35).

There is still no point at which all children learn to talk. Children acquire the language step by step of the stages that apply universally. The first stage starts when they were born as an infant or a baby, the stage will continue until they are eleven years old where at this age they gain the maturity to speak. Children acquire language in stages and different children reach various stages at different times, although they have one thing in common, which is typically, developing children learning the same language will follow an almost identical pattern in the sequence of stages they go through. Zuchdi (2001) describes the stages of children language acquisition as follows :

1. Cooing

   Cooing is the phase when the baby starts to issuing the meaningless sounds. The voices in cooing is varied, depending on the mouth and the way the baby modifies the flow of air released from the lungs through his vocal cords. The example forms of cooing are complaining, whining, growling, and issuing words like: hhh ... This period occurs at the age of 3 months old, the baby begins to play using the sounds of the chatter. At this age, the baby begins to issue a short chatter in the form of syllables (a combination of dead letters and vowels), such as 'ma', 'da', 'ba', 'na'.

2. Babbling

   Babbling is a continuation and refinement of cooing, which is the ability to repeat combination words between vowels and consonants repeatedly such as "ba-ba-ba", "ma-ma-ma", "pa-pa-pa". Babbling begins in the second month of the baby. The peak of the babbling occurs between the 6th and the 8th months. Slowly, the babbling phase will be abandoned and the child begins to learn to speak. In this phase, the babbling process changes and begins to issue consonants, long and short consonants. At these ages, the baby no longer attracts attention by crying, but already with the first words, such as "mama"',"mimi", "maem".

   Babbling is the basis for the development of baby talk and becomes part of the baby's communication with others. When the

baby gets a response to his/her babble, the baby will be more active in babbling than if he/she is babbling alone. By babbling, the babies think they become as part of a social group because their babble is responded to. This will make them develop their self-confidence which will determine their independence. In this period, parents are expected to provide the right stimulation by inviting babies to talk more often in up and down expressions in order to be easily captured. This will greatly help the baby's language development. If the babies start to babbling, they are not just fad. They are actually showing their abilities.

3. One word utterances.

This stage occurs when children are between 12 and 18 months old. Speeches containing a single word uttered by a child to refer to objects found in his/her daily life. At this stage a child starts using a series of repetitive sounds for the same meaning. At this age also, the child understands that the sound of the word is related to the meaning and begins to say the first words. That is why this stage is called the one word one phrase or sentence stage, which means that the one word spoken by the child is a complete concept. For example "mam" (I ask for food); "Pa" (I want to be here). "Ma" (I want mama to be here).

First, the words are said by the child if the stimulus is there, but after more than one year, "Pa" can also mean "Where is daddy?" And "Ma" can also mean "The image of a woman in the magazine Mama" In the opinion of some children's language researchers, words in this stage have three functions, namely the words are related to the child's own behavior or a desire to behave, to express a feeling, to give a name to an object. In its form, the words spoken consist of easily pronounced consonants such as m, p, s, k and vowels namely a, i, u.e.

4. Telegraphic speech

At the age of 2 and 3 years old, children begin to produce multiple word utterances (also called telegraphic utterances). Children have also been able to form sentences and sort the forms correctly. The vocabulary of children is growing rapidly reaching hundreds of words and the way the pronunciation of words increasingly resembles the language of adults.

At the early age and beyond, a child learns his/her first language gradually in his or her own way. There is a theory that says that a child from an early age learns language mimicking. However, Fromkin and Rodman (1993: 403) mention the artificial results performed by the child will not be the same as those desired by adults. If an adult asks the child to say "He's going out",

the child will recite "he go out". There is another theory that says that a child learns by means of reinforcement, meaning that if the child learns the correct utterances, he/she gets reinforcement in the form of praise, for example *good*, *clever*, and so on. He/she will also get "negative reinforcement", for example, *wrong*, *not good*. This view assumes that the child must continue to improve his/her language if wrong and be praised if his/her utterances are correct. This theory seems to have not been received one hundred percent by psycholinguistic experts. The truth is that a child forms rules and arranges his/her own grammar. Not all children show the same progress even though they all show regular progress.

The precise mechanism of how children grow into competent users of the language has always been a difficult question to answer. For the purposes of this thesis, the researcher would like to consider the prominent theories of language acquisition ie, behaviorism, Chomskian nativism, cognition theory and social interaction theory.

1. **Behaviorism**

Behaviorism was a dominant theory in the field of psychology during the first half of the twentieth century. Behaviorists study only what is observable and try to find clues to

changes in a child's behavior in the environment. They disregard the existence of any internal processes, that might be responsible for these changes. The child is viewed only as a passive object receiving input. 1950s brought B.F. Skinner's *Verbal Behavior (1957)*, which applies behaviorists' principles to language. Language is nothing more than a part of general human behavior. Accordingly, this perspective is employed in investigating and formulating hypotheses on infrastructure underlying both language and behavior. It is then assumed that language is acquired by the same principles, therefore, by conditioning through association, imitation and reinforcement.

2. **Nativism**

The Language Acquisition Device (LAD) is a hypothetical module of the human mind posited to account for children's innate predisposition for language acquisition stated that first proposed by Noam Chomsky in the 1960s, the LAD concept is an instinctive mental capacity which enables an infant to acquire and produce language. It is a component of the nativist theory of language. This theory asserts that humans are born with the instinct or "innate facility" for acquiring language. The main argument in favor of the LAD is the argument from the poverty of the stimulus, which argues that unless children have significant innate knowledge of

grammar they would be unable to learn language as quickly as they do, given that they never have access to negative evidence and rarely received direct instruction in their first language (Susan and Cohen.1999:5).

3. **Cognition Theory**

Piaget's cognitive theory states that children's language reflects the development of their logical thinking and reasoning skills in stages, with each period having a specific name and age reference. Here are four stages of Piaget's cognitive development theory, each involving a different aspect of language acquisition:

a. Sensory-Motor Period- (birth to 2 years) Children are born with "action schemas" to "assimilate" information about the world such as sucking or grasping. During the sensory-motor period, children's language is "egocentric" and they talk either for themselves or for the pleasure of associating anyone who happens to be there with the activity of the moment.

b. Pre-Operational Period- (2 years to 7) Children's language makes rapid progress and the development of their "mental schema" lets them quickly "accommodate" new words and situations. Children's language becomes "symbolic" allowing them to talk beyond the "here and now" and to talk about things such as the past, future and feelings.

c. Egocentrism- Involves "animism" which refers to young children's tendency to consider everything, including inanimate objects, as being alive. Language is considered egocentric because they see things purely from their own perspective.

d. Operational Period- (7 to 11 years) and (11 years to adulthood) Piaget divides this period into two parts: the period of concrete operations and the period of formal operations. Language at this stage reveals the movement of their thinking from immature to mature and from illogical to logical. They are also able to "de-center" or view things from a perspective other than their own. It is at this point that children's language becomes "socialized" and includes things such as questions, answers, commands and criticisms.

4. **Social Interaction Theory**

Vygotsky's (1978) social interaction theory incorporates nurture arguments in that children can be influenced by their environment as well as the language input children receive from their caregivers. The child is a little linguist analyzing language from randomly encountered adult utterances. The interaction theory proposes that language exists for the purpose of communication and can only be learned in the context of interaction with adults and older children. It stresses the

importance of the environment and culture in which the language is being learned during early childhood development because this social interaction is what first provides the child with the means of making sense of their own behaviour and how they think about the surrounding world.

Social interactionist theory reaches a compromise between nature and nurture by suggesting that children acquire first language by established cognitive structures, which are stimulated by environmental input. Current trends in social interactionism regarding language acquisition that mothers actively and intensively teach language in the home so that children do not independently absorb their first language from the environment.

B. PARENTING STYLE

Parents are the first madrassas for their children before they know the environment outside the home such as school and community environment (Ramadhany, 2015: 19). The education and teaching of religion must be started from the family which means that the children who come from the Moslem must know and accept Islam from the family eclusively, not from other environment. The children language acquisition happens when a mother leads her child to say a word, then mother should also start to hear the usual words spoken her child in a day, such as eating, drinking, mama, papa etc. From these habits, then gradually the child will be adept at pronouncing the words that have been taught by the

mother. The adult may imitate what the child has said or say something else. When talking to your child there is also no need to talk in a high pitch voice talk to him/her like you would another person, in a clear well-articulated manner. There is no need for baby talk for the child to learn real language. They will learn language from how the parents speak to them. So speak to them the properly and continually is important.

The family is the most important educational base, and parents are the main figure of education in the family (Ramadhany: 2005). The family is alsoa kind of a high-volume radio that should be a concern also for parents. Children have an intellectual intelligence that has developed so rapidly. Their right brain and left brain work faster than we realize. Parents not only act as mute figures in a drama performance, but are also rich figures of conversational conversation. This verbal sentence should be filtered by parents.

Realize that children can easily record what the parents say, whether they understand or not. The curiosity child will surely ask the confusing thing, If parents didn't care to the aspect, the child then would look for from other sources he thinks he understands. Children not only observe the behavior of both parents, but also absorb the conversation. Although the children did not put all the contents of the conversation into his memory. Instead, he will process it in his thinking scheme. It's just that we do not know what words are absorbed by the children memory

from each of our conversations. Therefore, parents should be more careful in speaking.

According to Yacub (2005: 12) the roles and responsibilities of parents (father and mother) are very important and affect the sons and daughters when they are solid and harmonious. Father is the head of the household and the leader in the family. The family is a collection of fathers and mothers with their children and others in a household. The family is the smallest social organization in society. Thus the father in a family is the chairman and the person in charge in the small organization.

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. The quality of parenting can be more essential than the quantity of time spent with the child. For instance, a parent can spend an entire afternoon with his or her child, yet the parent may be engaging in a different activity and not demonstrating enough interest towards the child. Parenting styles are the representation of how parents respond and demand to their children. Parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices. There are various theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest.

Children go through different stages in life, therefore parents create their own parenting styles from a combination of factors that evolve over time as children begin to develop their own personalities.

During the stage of infancy, parents try to adjust to a new lifestyle in terms of adapting and bonding with their new infant. Developmental psychologists distinguish between the relationship between the child and parent, which ideally is one of attachment, and the relationship between the parent and child, referred to as bonding. In the stage of adolescence, parents encounter new challenges, such as adolescents seeking and desiring freedom. A child's temperament and parents' cultural patterns have an influence on the kind of parenting style a child may receive (Ramadhany, Afry.2015:86).

Yacub (2005: 12) states, "Parenting patterns are people who have grown up and mentally, who have physical and non-physical maturity, emotional, feeling and ratio. They are thinking and independence in the field social and mental as well as to function in accordance with their respective functions as parents in managing and nurturing learners or immature people in their families or living in the home ". Ideal parents are those who have knowledge and skills that are relatively sufficient in managing various aspects of the life and education of his family including in aspects of good religious life.

C. TYPES AND INDICATORS OF PARENTING STYLE

Psychologist Diana Baumrind (1971, 1991) identified four major recognized parenting styles: authoritative, neglectful, permissive, and authoritarian. Each one carries different characteristics and brings about different reactions in the children which they are used on. It is important to

keep in mind that every parent child relationship is different, so there is not one sure fire way to go about parenting. This is a simple guide to help decode your parenting style and provide general suggestions on how to raise a happy, responsible, productive member of society.

1. Authoritative

Authoritative parenting is widely regarded as the most effective and beneficial parenting style for normal children. Authoritative parents are easy to recognize, as they are marked by the high expectations that they have of their children, but temper these expectations with understanding a support for their children as well. This type of parenting creates the healthiest environment for a growing child, and helps to foster a productive relationship between parent and child.

How to recognize if you are an authoritative parent:

a) Does your child's day have structure to it, such as a planned bedtime and understood household rules?

b) Are there consequences for disrupting this structure or breaking the household rules?

c) Does your child understand the expectations that you have for their behavior, and are these expectations reasonable?

d) Do you have a healthy and open line of communication with your child? That is, does your child feel that they can speak to

you about anything without fear of negative consequence or harsh judgment?

The traits described in the above questions mark a healthy household with an authoritative parent. Of course, parenting styles will naturally need to differ in order to accommodate different children, and you may find that this style does not work for you if your child has behavioral problems or other traits you have difficulty handling. In this case, it is best to adjust your parenting appropriately, and to seek out help from a licensed therapist if you feel overwhelmed.

One of the most important traits to emulate in the authoritative parenting style is the open communication style with the child. If a parent can foster the ability to speak to their child without judgment or reprimand, they will be more likely to have insight into the child's life and understanding, providing the child with a deeper understanding of the world around them.

2. Permissive

Permissive parenting, also known as indulgent parenting is another potentially harmful style of parenting. These parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation. The benefit of this parenting style is that they are usually very nurturing and loving. The negatives, however, outweigh this benefit. Few rules are set for the

children of permissive parents, and the rules are inconsistent when they do exist. This lack of structure causes these children to grow up with little self-discipline and self-control. Some parents adopt this method as an extreme opposite approach to their authoritarian upbringing, while others are simply afraid to do anything that may upset their child.

How to recognize if you are a permissive parent:

a) Do you not have set limits or rules for your child? Do you often compromise your rules to accommodate your child's mood?

b) Do you avoid conflict with your child?

c) Do you have a willingness to be your child's best friend rather than their parent?

d) Do you often bribe your child to do things with large rewards?

The traits described in the above questions mark an unhealthy permissive parenting style. It may seem as though this would be a child's favorite parenting style as it provides a sense of freedom without consequences, however, children crave a sense of structure to make them feel safe and. It is important in a child's development for there to be clear cut parental and child roles. Permissive parenting can have long-term damaging effects. In a study published in the scientific *Journal of Early Adolescence*, it was found that teens with

permissive parents are three times more likely to engage in heavy underage alcohol consumption. This is likely do to their lack of consequences for their behavior.

3. Authoritarian

Authoritarian parenting, also called strict parenting, is characterized by parents who are demanding but not responsive. Authoritarian parents allow for little open dialogue between parent and child and expect children to follow a strict set of rules and expectations. They usually rely on punishment to demand obedience or teach a lesson.

Recognizing your authoritarian style:

a) Do you have very strict rules that you believe should be followed no matter what?

b) Do you often find yourself offering no explanations for the rules other than "Because I said so?"

c) Do you give your child few choices and decisions about their own life?

d) Do you find yourself utilizing punishment as a means of getting your child to do what you ask?

e) Are you reserved in the amount of warmth and nurturing you show your child?

While the structure and rules of an authoritarian parent are necessary for healthy child development, all good things can be overdone.

It is important to balance out the provided structure with open communication so the child knows exactly why it is important for them to follow the rules placed in front of them. Children of authoritarian parents are prone to having low self-esteem, being fearful or shy, associating obedience with love, having difficulty in social situations, and possibly misbehaving when outside of parental care. A therapist can once again be contacted if adopting open communication proves to be too difficult to achieve by oneself.

D. THE ROLE OF SURROUNDING ENVIRONMENT TO THE CHILDREN DEVELOPMENT

Children are the trust and grace of God Almighty which is a form of love affection of both parents (Khatib, Munif. 2012:57). Every parent would want her child to be a good person, a parent as the first child's character formation in early childhood and should be a good example for her children. Parents are responsible for education and parenting in the family, whether in small or big things that have been done and done by anyone including parents. The responsibility of parents in children education is the first and primary role in the family . As parents are a model of their children to imitate, they should provide a good example for children in the family. Attitudes and behavior of parents should reflect noble character (Ramadhany. 2015:27).

Family environment is the first education space for the children, because in this family environment is the first place a child received education and guidance intecively. Each family member has their own roles, duties and responsibilities, and they influence through the process of familiarizing the education within the family. Children's lives are mostly more family-friendly than school environment. Problems are difficult for parents sometimes can not control themselves or behave less well in front of their children. This affects the development of the character of children because the age of children who are still early to see and easy to exemplify the attitude that is not good, because the parents care model is closely related to the character of children (Ramadhany. 2015:27).

According to Yacub (2005: 12) the roles and responsibilities of parents (father and mother) are very important and affect the sons and daughters when they are solid, and harmonious. Father is the head of the household and the leader in the family. The family is a collection of fathers and mothers with their children and others in a household. The family is the smallest social organization in society. Thus the father in a family is the chairman and the person in charge in the small organization.

Life in a social environment can also develop the character of a child. According to John Locke (1632-1704), individual developmant is depend on the environmant (Marliani, Rosleny. 2016:126) . When children get together with new friends or their neighbors children can play

with peers even with other people or teenagers. With the interaction of children with people or people other than the family in the house of children can learn to control their emotions with the morality that children have and can test the child's mental. It is possible that the child will be bolder and less cowardly. Besides, it is not just the moral of the child that needs to be developed. The attitude of empathy to children also needs to be developed so that children can live side by side with other people around them, both new people they know and people who have long known.

Growth in early childhood is the most intense and most busy activity. At this time, children also already have skills and abilities such as appreciating, accepting, loving, treating children with love and helping or comforting children when they have difficulty, although not perfect. The importance of character education at an early age given by parents based on local wisdom can foster children to be intellectually, spiritually, and emotionally more intelligent and character (Marliani. 2016:213).

E. SOCIOECONOMIC CONDITION PEOPLE IN KRAPYAK WETAN NEIGHBORHOOD

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others,

based on income, education, and occupation (Bradley: 2014). When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, whereas for an individual's SES only their own attributes are assessed. However, SES is more commonly used to depict an economic difference in society as a whole.

Socioeconomic status is typically described into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the following variables : income, education, and occupation can be assessed by a family.

Education also plays a role in income. Median earnings increase with each level of education. Higher levels of education are associated with better economic and psychological outcomes, i.e.: more income, more control, and greater social support and networking. Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES.

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of unemployment or worker's compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Higher levels of education are associated with better economic and psychological outcomes. Education plays a major role in

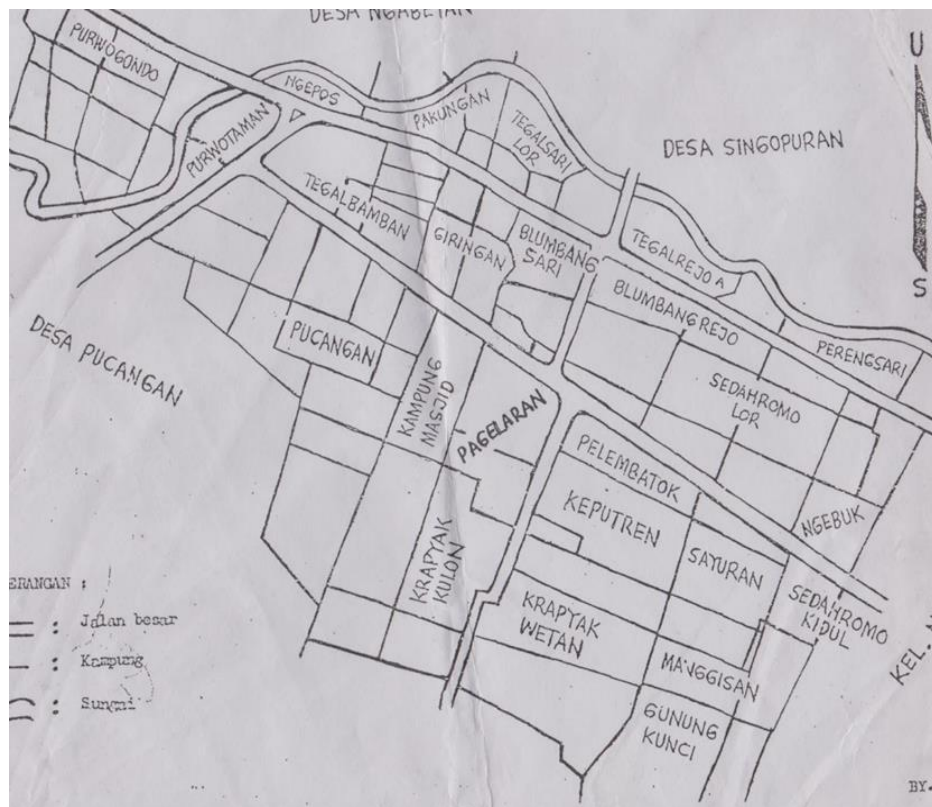skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES.

Bradley (2014) state that occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Low income and education have been shown to be strong predictors of a range of physical and mental health problems.

The environment of various levels of SES children in Krapyak Wetan may be characterized by less or more dialogue from parents, minimal or optimal amounts of book reading, and few or much instances of joint attention, more or less shared focus of the child and adult on the same object or event, intensive or cereless parenting, etc.

Krapyak Wetan is a name of neighborhood, part of village Kartasura District of Kartasura, Sukoharjo Regency.

Picture: 2.1. Location of Krapyak Neighborhood

From the picture, it could described that Krapyak Wetan neighborhood is bordered by Manggisan neighborhood in the   east, Krapyak Kulon neighborhood in the west, Keputren neighborhood in the north, and Pucangan village in the south.

F. PREVIOUS STUDY

Previous research is important for researchers as the additional source to analize the research. Those previouse study as follows:

The first previous is from Marc Ettlinger and Jennifer Zapf (2011) studied "The Role of Phonology in Children's Acquisition of the Plural". The correct use of an affix, such as the English plural suffix, may reflect mastery of a morphological process but it may also depend on children's syntactic, semantic and phonological abilities. The present paper reports a set of experiments in support of this latter view, specifically focusing on the importance of the phonological make-up of plural forms for both production and comprehension. In Experiments 1 and 2 plural productions were elicited from eighty two-year-old children for nouns with codes with varying phonological properties. The results provide evidence that production of the plural morpheme is partly governed by the complexity of the code and its sonority. Experiments 3 and 4 show that these constraints on codas also hold for comprehension as well, suggesting this effect is not simply articulatory but also impacts the morphophonology of the plural. This research is identical in the subject of research that is children language acquisition

Second previous is from Theodore RM (2011) studied "Acoustic evidence for positional and complexity effects on children's production of plural –s". Some variability in children's early productions of grammatical morphemes reflects phonological factors. For example, production of 3rd person singular -s is increased in utterance-final versus utterance-medial position and in simple versus cluster codas (e.g., sees vs. hits). Understanding the factors that govern such variability is an important step

toward modeling developmental processes. In this study, the authors examined the generality of these effects by determining whether the position and coda complexity influence production of plural -s, which phonologically manifests the same as 3rd person singular -s.

The authors used an elicited imitation task to examine the speech of 16 two-year-olds. Eight plural nouns (half contained simple codas, half contained cluster codas) were elicited utterance-medially and utterance-finally. Acoustic analysis of each noun was used to identify acoustic cues associated with coda production.

Results showed that plural production was more robust in utterance-final versus utterance-medial position but equally robust in simple versus cluster codas. These findings extend positional effects on morpheme production to plural -s. An effect of coda complexity was not observed for plural but was observed for 3rd person singular, which raises the possibility that the morphological representation proper influences the degree to which phonological factors affect morpheme production. This research is identical in subject of research that is children language aquisition

And the last previous is from Verena Kersken. 2017. study about "Listeners can extract meaning from non-linguistic infant vocalisations cross-culturally" published in US National Library of Medicine journal. She presented empirical evidence showing that the acoustic properties of non-linguistic vocalisations produced by human infants in different

cultures can be used cross-culturally by listeners to make inferences about the infant's current behaviour. We recorded natural infant vocalisations in Scotland and Uganda in five social contexts; declarative pointing, giving an object, requesting an action, protesting, and requesting food.

Using a playback paradigm, she tested parents and non-parents, who either had regular or no experience with young children, from Scotland and Uganda in their ability to match infant vocalisations of both cultures to their respective production contexts. All participants performed above chance, regardless of prior experience with infants or cultural background, with only minor differences between participant groups.

Results suggest that acoustic variations in non-linguistic infant vocalisations transmit broad classes of information to listeners, even in the absence of additional cues from gesture or context, and that these cues may reflect universal properties similar to the 'referential' information discovered in non-human primate vocalisations. Thiir research is identical in subject of research that is children and parents

C. RATIONNALE

1. THE INFLUENCE OF PARENTING STYLE TOWARD CHILDREN LANGUAGE ACQUISITION OF GOLDEN AGE KIDS

Parents should talk and listen to their child on a "grown up" level; never condesending, playing down their ideas or using "baby talk".

Toddlers need to be spoken to like a real person and not 'like a dog' anymore. They are smarter than we give them credit for and absorb everything that is said to them. This is a sensitive language acquisition period for children to take advantage of it and model it properly.

Talk to them not just in one or 2 word sentences but in complete sentences as you would another adult. Ask them question and try to involve them in conversation that requires a reply from them. This is how toddlers will learn language and not just by being given instructions or from watching too much TV. It is the human interaction that gives that extra meaning for the child to learn to communicate. Learning to communicate can decrease frustration in children as they are able to express their needs and feelings too.

In order to develop a child's brain and body, proper care must be given. Aside from healthful meals, a good peditrician must be aquired and visited regularly. Even if the parents religious, morals are critical at an early age. Right from wrong, good from bad, and basic rules are all easily developed between 3 and 6 years old (Marliani, Rosleny. 2016:176).

The still developing mind of a child is like a sponge. A child will imitate nearly everything their parents do or say. Some will stumble around in mommy's shoes while others will watch football with daddy. Arguments should be held away from the child. They do not know exactly what is going on, only that it is something negative between their parents.

The people which they are around the most, parents mainly, greatly affect a child's behavior (Khatib, Munif. 2012:5) .

You may not like to hear your child using bad words. Children imitate, so if you, someone else who is frequently around the child or someone on televsion swears a lot, they may imitate that behaviour. There are several strategies to deal with this, but every child and every household is different so you will just have to try and see what works best for you and your child (Ramadhany, Afry.2015:27).

2. THE INFLUENCE OF PARENTING STYLE IN DIFFERENT SOCIOECONOMIC STATUS TOWARD CHILDREN LANGUAGE ACQUISITION TOWARD

Parenting styles are meant to capture normal variations in parents' attempts to socialize children. Parenting styles can be both supportive and unsupportive in their tone, both of which affect developmental outcomes and consequences to personality development (Michelle E. George:2004). Through her studies Baumrind identified three initial parenting styles: Authoritative parenting, authoritarian parenting and permissive parenting. Maccoby and Martin (2007)expanded upon Baumrind's three original parenting styles by placing parenting styles into two distinct categories: demanding and undemanding. With these distinctions, four new parenting styles were defined:

Maccoby and Martin's Four Parenting Styles Baumrind's Three Parenting Styles		
	Demanding	**Undemanding**
Responsive	*Authoritative*/Propagative	Indulgent (*Permissive*)
Unresponsive	*Authoritarian*/Totalitarian	Neglectful

According to the category, Permissive parents are characterized as having high acceptance for their children's behaviors. They do not make demands on their children or hold them responsible for their actions Authoritarian parents, use strict discipline, along with little to no responsiveness more likely to have peer-rejected children .Authoritative parents are those parents who are accepting and responsive to their children. They are shown to have positive effects on their childrenís development (Ramadhany, Afry.2015:90) .

Socioeconomic status (SES) could be affected to child outcomes indirectly by mediating the choice of parenting styles within the home environment. The risks to a child living in the lower income status, far outweigh the benefits, and are documented in hundreds of empirical studies . The correlations among these studies say little about true causal

connections between SES and child outcomes. However, it is believed that SES mediates other factors that have been shown to affect child development (Michelle E. George:2014)

Social interaction could explain of language development emphasizing the role of social interaction between the developing child and linguistically knowledgeable adults. It is based largely on the socio-cultural theories of Soviet psychologist Lev Vygotsky. It emphasizes the role of feedback and reinforcement in language acquisition. It said that much of a child's linguistic growth stems from modeling of and interaction with parents and other adults, who very frequently provide instructive correction.

The social interaction could construct denoting the set of tasks that a child is capable of performing with guidance, but not alone. As applied to language, it describes the set of linguistic tasks (proper syntax, suitable vocabulary usage, etc.) a child cannot carry out on their own at a given time, but can learn to carry out if assisted by an able adult .

CHAPTER III

RESEARCH METHODOLOGY

This chapter discuss about research design, research setting, subject and informant, research instrument, technique of collecting data, technique of trustworthiness and technique of analysis data.

A. Research Design

In this research, the researcher employs qualitative research. Sugiyono (2012:15) state that qualitative research is used to study natural object condition, in this case the researcher is the key instrument, triagulation purposive and snowball sampling, inductive data analyzes characteristic, The research result stressed on "meaning" rather than "generalitaion".

Trough the research procedure, it collects descriptive data in the form of written or spoken words and behaviour available to be examined, It also investigates the quality of relationship, activities, situation or materials on particular activity or situation. Sugiyono (2012:22) describes that qualitative research method should run intensively, the researcher participates in the field, records the phenomena carefully, do reflective analysis to the document found in the field and make detailed research report.

B. The Research Setting

This part, the researcher described about the research location and time schedule of research. The desription is as follow :

1. **Place of The Research**

The researcher held this research in Krapyak Wetan Kartasura. Krapyak Wetan Kartasura is located in Jl. Bridgen Katamso No 26 Kartasura.

2. **Time Of The Research**

The researcher held this research from April 2018 to January 2019. It is included in academic year 2018/2019.

Table 3.1 Schedule

No	Agenda	Year	2018									2019
		Month	Apr	May	June	July	Aug	Sep	Oct	Nov	Des	Jan
1	Observation		■									
2	Proposal Draft and Consultation			■	■	■	■	■				
3	Proposal Draft Seminar									■		
4	Consultation									■	■	
5	Collecting Data									■	■	
6	Analyzing the Data and Consultation										■	■
7	Munaqosyah											■

C. Subject and Informant of The Study

The data of the research collected in the form of information about parenting style on children language acquisition based on socioeconomic status. The researcher take the subjects of research to get the data through purposive sampling. Purposive sampling is conducted by taking research subject based on certain purpose (Arikunto, 2010: 183). The subject and informant of this research is children stage 6-36 month in Krapyak Wetan Kartasura and the parents in Krapyak Wetan Kartasura at 2018. The researcher choose this age, because in this stage, the children begin apply what they have gained from the parents, especially in communicate. Then in this stage, the role of parents is needed in the process of children development especially in the children langauge acquisition.

D. Technique of Collecting Data

In Qualitative research, there are three forms of collecting data technique. (Sugiyono:2012:23) states that the three collecting data technique are: participant observation, in depth interview, documentation, In this research, the researcher would like to apply observation, interview and quistionnaire technique data collection.

1. Observation.

   Nasution in Sugiyono (2013: 50) said that observation is a foundation for all science. The scientist only work according the

data, that is fact about the real life which got by observation. The data collected and often helped by various high technology tools, so the tiny things like proton and electron or very far things like those in the outer space can be observed clearly. Observation is a complex process, a process that arranged from various biological and psychological processes. Two of them which are the most important are observation and remembrance processes (Hadi, 2013: 203).

In this research, The researcher participates in this research. The researcher will record various important phenomenon appear in the field that could not be covered by other instruments when the researcher participated in the informant activities.

The researcher also uses field note as the observation instrument. The researcher will observe all of the activities the children toward the parents especially when the parents persuade the children to communicate and field note is used to observe the process of children language acquisition toward parenting style based on socioeconomic. The researcher conduct this research in Krapyak Wetan Kartsura at 2018.

2. Interview

Arikunto (2010: 198) states interview as a dialogue which is constructed by the interviewer. Arikunto (2010: 199) classifies types of the interview into two, unguided interview and guided

interview. The unguided interview is an interview which there are no specific questions that the interviewer must ask. The interviewer is free asking anything, but the interviewer must remember data which are needed. Guided interview in which there are specific questions that the interviewer must ask. The interviewer has arranged a series of complete and detail questions. In this research, the researcher used a structured interview.

In this research, the researcher will interview the informant in Krapyak Wetan used the structured interview. The interview is concerning with the causes parenting style on children language acquisition based on socioeconomic status in Krapyak Wetan Kartasura. The researcher will interview 10 parents in Krapyak Wetan in children language acquisition and parenting style. The researcher will note the parent's answer.

3. Questionnaire

Sukardi (1983) states questionnaire is technique of collecting data that does not require the arrival of direct data sources. From this definition can be concluded questionnaire is one of the data collection tools in the non-assessment assessment, in the form of a series of questions or statements submitted to respondents (students, parents or community). Questionnaire consists of three parts: (1) the title of the questionnaire, (2) an

introduction that contains the purpose or how to fill out the questionnaire and (3) item questions, can also be opinions and facts.

In this study, the researcher will prepare a questionnaire in the form of a checklist for parents in Krapyak Wetan. The questionnaire contains "yes or not" the category of parenting style in children language acquisition. This questionnaire will be given after the interview process is conducted with the researcher. The researcher also asks how the socioeconomic status of the family and whether the parents' economic status affects parents in the children language acquisition.

E. Data Instrument

In qualitative research, the main instrument is the researcher herself, another instrument would complete the data trough observation and intervew(Sugiyono, 2012:307). In this research, the researcher applies observasion, interview and questionnaire. In this observation the researcher participate in the object research daily activities. In interview, the researcher will prepared the question to the parents in children language acquisition and socioeconomic status. In questionnaire, the researcher will prepare questionnaire of checklist contained information of children language acquisition toward parenting style based on socioeconomic.

F. Trustworthiness of the Data

Before, some information was used for the research data, the trustworthiness of the information must be checked first. This was because the data must be responsible as the point of departure to make conclusion.

In this research, this technique which used to check the trustworthiness of data was triangulation. Sugioyono (2012: 330) defines triangulation as data collection techniques and sources of existing techniques are combaine of various data collection techniques and sources of existing data. According to Affifudin and Saebani (2009: 129), there are four kinds of triangulations technique to rechceck the trustworthiness:

1. Triangulation by Using Data

   In data triangulation, the researcher rechecks and compares obtained information in different source. For instance observation data with interview data result, comparing what the parents teach to their children, and compare circumstance and prespective of different people toward the similar event.

2. Triangulation by Using Investigation

   There is other consultant to recheck te data. It can reduce untrusted data in the process of collecting the data. Then, other consultant gives suggestion of the data.

3. Triangulation by Using Theory

Different theory is used to recheck the data. This type can be done by using the prespective of more than one theory in discussing the problem of research.
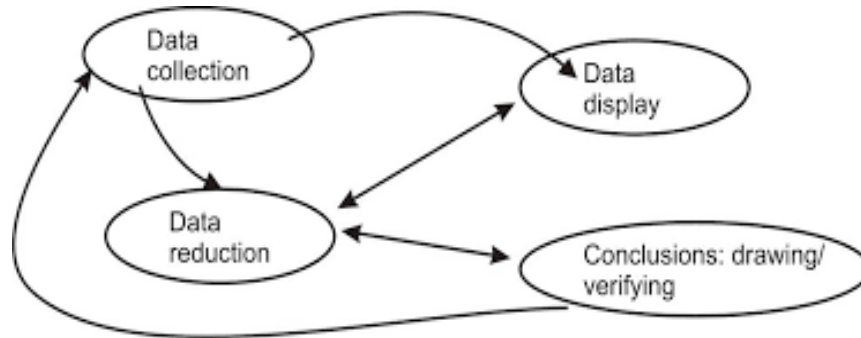
4. Triangulation by Using Method

This type can be done by the researcher by collecting data using techniques and the use of different data and even more clearly direct to the same data source to test reliability of the informant.

Based on the kinds of triangulation above, the researcher used data triangulation. It is usually called as source triangulations. It was done by compare the data taken from interview and observation. In validating the data, the researcher will interview the parents about children language acquisition and socioeconomic. The researcher cross checked the data by compairing them with observation.

G. The Technique of Analysis Data

Techniques of analysis data used descriptive method. The researcher use an interactive model of analyisis involving collecting the data, reducing the data, and displaying the data and also drawing conclusion (Miles & Huberman in Sugiyono:2012:377).

The following is the interactive model of analizing data.

Picture: 3.1. Interactive Model of Analizing Data.

From the picture, it could describe the steps of data analyses in this research, after collecting the data, the researcher fulfils the data reduction, and then desplaying the data. The last step is drawing conclusion. If it find dissatisfaction in drawing conclusion, the researcher will return to the field for collecting data again and begin as the first step.

The researcher collecting the data using observation, interview and quistionnaire technique data collection to parents having children 6 – 24 month living in Krapyak Wetan neigborhood.

1. Data reduction will be done as they could be much and random data, so the researcher put the essensial and meaningful data. She organizes and classified the data.

2. Data display is carried out by the researcher to make the data understanable. They desplayed in the form of relation pattern as Sugiyono suggestion, in desplying data, the researcher is suggested to desplay them into : narrative text, graphic, matrix, network or chart (Sugiyono:2012:340). Dispalying the data would help to

understand what is the happening and to do some things further analysis or caution on that understanding. The researcher analyzes the data into parenting style on children language acquisition based on socioeconomis status of the parents. The percentage of frequent is formulated into :

$$P = \frac{F}{N} \times 100\%$$

F : Number of type parenting style on children language acquisition based on socioeconomic status

N : Number of all data

P : The percentage of parenting style on children language acquisition based on socioeconomic status

3. Conclusion Drawing could be taken supporting some valid and consistent proofing in order to get a credibel conclusion (Sugiyono:2012:345).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

In this chapter, the researcher presented the research findings in the discussion of the study which were used to answer the question of the problem statement in chapter I. In the previous chapter, the researcher has stated that the data was obtained from the parents and the children in Krapyak Wetan Kartasura. The case that will be discussed in this section is "The Parenting Style On Children Language Acquisition Based On Socioeconomic Status In Krapyak Wetan Kartasura".

1. KRAPYAK WETAN NEIGHBORHOOD

a) Geographical Location of Krapyak Wetan

Geographical location is the location of the region in accordance with the state of nature. Krapyak Wetan is a village located in the Kartasura sub-district, Sukoharjo district, Central Java province. Krapyak Wetan is located in the southern part of Kraton Kartasura. Administratively, the Krapyak Wetan village is located in the Kartasura village, Kartasura sub-district with regional boundaries is as follows :

1) North Area   : Keputren

2) South Area   : Pucangan

3) West Area   : Krapyak Kulon

4) East Area   : Manggisan

b) The Population of Krapyak Wetan

Residents are all people domiciled in the geographical area of a country for approximately six months or those who live less than six months but aim to settle. The total population in Krapyak Wetan Kartasura was 364 population and the total population based on the family card was 103 population with male 176 population and female 188 population.

c) Organization Structure of Krapyak Wetan Kartasura

Organizational structure is a village organization that is formed for the smooth implementation of activities in an effort to make a village successful. With the existence of an organizational structure, the objectives of implementation in a village will be achieved. The headman in Krapyak Wetan Kartasura is Mr. Mulyono and Mr. Sudiyono as the vice chairman.

d) The Child's Condition in Krapyak Wetan Kartasura

Total of the children stage 12 – 36 month in Krapyak Wetan Kartasura is 13 children. 4 children aged 12 months, 3 children aged 24 months and 6 children aged 36 months.

e) **The Parents Condition In Krapyak Wetan**

Parents are people who will accompany the children growth and development since they were young to adulthood. From the data Krapyak Wetan family card, the average background study of the parents was Senior High School with 75 population and the average of background economic of the parents in Krapyak Wetan Kartasura were private employees.

f) **Parenting Style in Krapyak Wetan Kartasura**

Parenting style is the best way for the parents to take care of the education of children as a manifestation of a sense of responsibility to children. The parenting style applied by parents in Krapyak Wetan Kartasura is permissive parenting style. The average of parents' education in Krapyak Wetan is Senior High School. Based on parents' education in Krapyak Wetan, parents with Senior High School background choose permissive parenting style to teach their children.

No.	Name of The Childrens	Name of The Parents	Parents' Education	Parenting Style
1.	Linqi Camilla Jannata	M. Lintang Samodra & Suqiarani	Ayah : SMA Ibu : SMA	Authoritative
2.	Syair Damai Kalimasada	Jamal Shodiqin & Ntrteur Latifah Umi Satiti	Ayah : Sarjana Ibu : Sarjana	Authoritative
3.	Diva Aluna Saputro	Sutopo Dwi Saputro & Heni Setiyowati	Ayah : SMA Ibu : D3	Permissive
4.	Batar Ibrahim Musa	Danang Saputro Jaya & Apri Ajeng Prameswati	Ayah : S1 Ibu : S1	permissive
5.	Syafiqa Amelia Azni	Irwan Ashari & Anik Bardiyati	Ayah : SMA Ibu : SMA	Permissive
6.	Aqbari Runako Arseno	Agus Supriydi & Indah Subekti	Ayah : SMA Ibu : SMA	Permissive

7.	Aqila Putri Rahma	Agus Rochmat & Siti Nurul Khasanah	Ayah : SMP Ibu : D3	Permissive
8.	Muhammad Rifqi Nur Rifa'i	Nur Wakhid Shofarudin & Tetri Septiana	Ayah : D3 Ibu : SMA	Authoritative
9.	Saffanah Nazmatul Mumtazah	Wahyu Himawan & Indah Subekti	Ayah : SMA Ibu : SMA	Permissive
10.	Bahtiar Musa	Tri Mulyanto & Naningtias	Ayah : SMP Ibu : SD	Permissive

Based on the result above, parents with high socioeconomic have an authoritative parenting style and the parents with low socioeconomic have permissive parenting style. The average of parents' socioeconomic in Krapyak Wetan is low socioeconomic status with graduate Senior High School background of the study. Low education of the parents can give the effect of parenting style to the children especially in language acquisition.

2. **The Parenting Style On Children Language Acquisition Based On Socioeconomic Status In Krapyak Wetan Kartasura**

Based on the interview, observation and questionnaire conducted by researcher in particular research in parenting style and children language acquisition based on socioeconomic was the parents with high socioeconomic used authoritative parenting style for their children. While parents with low socioeconomic used permissive parenting style in educating their children. It occured because the parents with high socioeconomic had more experience in educating their children. This also happened because of the education background of the parents. Parents

with low socioeconomic were not much better then high socioeconomic parents. Only parents with low socioeconomic emphasized their emotions in educating children so that it could affect children language acquisition. The following are the results of observation and interview of researcher with parents in Krapyak Wetan Kartasura at 2018 :

a) **Informant 1**

Based on the result of observation on Friday, 30 November 2018 at 16.30 p.m in Krapyak Wetan Kartasura were in educating children, parents applied the authoritative parenting style. In terms of education, parents came from high socioeconomics. At the time of observation, the researcher noticed that the child of the first informant was fluent in the age of 3 years and have mastered a lot of vocabulary. Was strengthened by statements from his mother saying that she used to get her children to sing to increase vocabulary.

> *"Paling sering saya ngajak dia nyanyi mbak. Kan katanya kalau kita ngajak anak nyanyi anaknya cepet bisa ngomong".*

In cooing phase, the child were able to speak with vocal /b/ and in the babbling phase, the child were able to speak "ayah". The parent used to be active in taking their child to communicate, especially when child were watching television and when the child played. During the observation, once the child were wrong in pronouncing a sentence the parent tried to justify the correct sentence. Based on the interview with the parent, the child spoke fluently at the

age of 1.5 years. But at the age of 1.5 years, the spoken vocabulary of the child was still unclear and in this phase, the child were able to speak "mik".

Based on the result of interview and observation above, in educating the children especially in language acquisition the parent with high socioeconomic status applied authoritative parenting style and to acquire vocabulary in child the parent used to encourage child to sing to increase vocabulary. (Observation, 30 November 2018)

b) **Informant 2**

Based on the result of observation on Friday, 30 November 2018 at 17.00 p.m in Krapyak Wetan Kartasura, the parent applied permissive parenting style to teach her child. The parent came from low socioeconomic. During the observation, the researcher saw that at the age of 3 the child were able to master many vocabularies in communication. The child used to be active in communicating with their environment and parent. Based on the interview conducted by researcher, the parent stated that their child learned language through television.

> *"Anak saya itu lancar bicaranya belajar dari TV. Kalau saya ngajak dia komunikasi itu menggunakan bahasa Jawa karena saya bahasa Indonesia tidak terlalu lancar. Karena sering menonton televisi, anak saya belajar bahasa Indonesia dari televisi".*

In cooing phase, the child were able to speak vocal /b/ and in the babbling phase, the child were able to speak "ibu". Based on the interview with the parent, the child was fluent in speaking when the child was 2 years old less. But in one-word-utterence phase, the child could speak two words smoothly "ibu" and "mimik".

Based on the result of interview and observation above, in educating the child, parents with low socioeconomic status applied permissive parenting style and at the age of 2 years, the child was delay in mastering the vocabulary. (Observation, 30 November 2018)

c) **Informant 3**

Based on the result of observation on Saturday, 1 December 2018 at 08.00 a.m in Krapyak Wetan Kartasura , the parent applied permissive parenting style and to teach their children language acquisition the parent used to be active in taking their child to communicate. The background education of the parents was Senior High School and the mother is a housewife. During the observation, the researcher observed that the 2 year old child was very good in communicating. The child was active in speaking Javanese. It was because the parent used Javanese in communicating with her child. The child could also speak Indonesian, but the vocabulary was not as much as Javanese.

Based on the interview, the parent said that at the age of 6 month, the child could do cooing with vocal "ma" and "ba". And at the age of 6 month, the child could babble the word "ayah". Parents who are active in inviting children to communicate will make the child be quick in speaking.

> *"Kalau saya sering ngajak anak saya menyanyikan lagu anak anak mbak. Terus sering juga saya tanyak tentang hal hal kecil seperti makanan dan minuman. Kan kata nya kalau kita cerewet, nanti anaknya cepet bisa ngomong".*

According to the parent, she often invited the child to sing a song to enlarge the child's vocabulary . So that at the age of 1 year, the child could pronounce three meaningful words or more.

> *"waktu umur 1 tahun anak saya sudah bisa manggil saya ibu', terus manggil ayah dan mas".*

The child was fluent in speaking at the age of 1 year. Besides being active in taking children to communicate, the parent also facilitated the child to support children language acquisition.

> *"Anak saya lancar dalam berbicara umur 1 tahun. Untuk membantu penambahan kosa kata anak, saya belikan dia mainan yang bersuara"*

Based on the result of observation and interview, the parent used to be active in taking child to communicate. The parent with low socioeconomic applied permissive parenting style to teach their child, and to increase children language acquisition, the parent facilitated the child with the toys. (Observation, 1 Saturday 2018)

d) **Informant 4**

Based on the result of observation on Monday, 3 December 2018 at 08.00 a.m in Krapyak Wetan Kartasura, the parent applied permissive parenting style. The background education of the parent was Associate Degree. Based on the interview with the parent, once the child was 6 months old, the child could babble. Children could do cooing vocal / b / and / a / and the first word spoken by the child at 6 month was "ma-ma-ma". Because the parent did not work, so the mother looked after her child without the assist of the babysitter.

> *"Saya kan ndk kerja cuma jadi ibu rumah tangga jadi aktifitas saya hanya sama anak saya aja mbak. Apalagi kan anak saya baru satu ini. Suami saya kerja jadi yang saya ajak komunikasi setiap hari ya cuma anak saya mbak."*

At the age of 1 year old, the child was able to say three meaningless words or more. However, the child's speaking was still unclear. The words that often spoken by the child at the age of

one year were "maem", "mik cu", "mama" and "papa". According to the parent, the child began to speak fluently at the age of 3 years old. However, when the child was 1.5 years old, the child was able to ask for what he wanted . But the vocabulary was not clear.

> *"Kalau lancarnya banget umur 3 tahun ini mbak. Tapi anak saya umur 1.5 tahun itu sudah bisa ngomong apa yang di pinginin. Cuma bahasanya masih susah di ngerti".*

Based on observation and interview, the researcher saw that the parent was very active in taking the child to communicate. The parent also used to accompany the child when the child was playing . It was because the parent did not work and chose to take care of her own child. To take care of the child, the parent applied the permissive parenting style. The child was also fluent in speaking. She was very active in communicating with friends and the parents

e) **Informant 5**

Based on the result of observation on Monday, 3 December 2018 at 08.45 a.m in Krapyak Wetan Kartasura, the parent with background education Senior High School applied permissive parenting style to teach her child. in the fifth informant, the researcher noticed that at the age of 3 years, the child still was not fluent in speaking. The child still was not fluent in speaking and the

speaking was still unclear. According to the parent , at the age of 6 month, the child could babble vocal "mi-mi-mi" or "mik" (minum)

> *"Pada umur 6 bulan anak saya baru bisa mengoceh dengan kata "mik". Itu artinya minta minum atau susu".*

When the child was a baby until the age of 2 years, the parent hired the babysitter to look after her child. It made the child experienced delay in speaking. Because the parent rarely invited the child to communicate and gave her child to the babysitter. Once the child was 1 year old, the child could not say 1 to 3 meaningful words clearly. At the age of three years old, the child called her mother "unda" (bunda). The researcher saw that the child was still having difficulty in issuing the words or sentences. So that the sentence uttered by the child was not clear. The child could not pronounce vocal / b / / r / / g / and / k /. Once the child wanted her parent to get some food for her, the child said "unda atu mau matan" (Bunda aku mau makan).

> *"Anak saya ini termasuk lambat bicaranya mbak. Anak saya bisa jalan dulu baru ngomong mbak. Ini umur 3 tahun saja ngomongnya masih pelo mbak".*

Based on the observation and interview above, the parent applied permissive parenting style to teach her child. The parent was not active in inviting the child to communicate, so that the child language acquisition was still lacking. At the age of 3 years

old, the child still was not fluent in speaking so the parent felt difficult in understanding the child language. (Observation, Monday 3 December 2018)

f) **Informant 6**

Based on the result of observation on Monday, 3 December 2018 at 09.30 a.m in Krapyak Wetan Kartasura, the sixth informant applied permissive parenting style. The background education of the parent was Senior High School. During the observation, the researcher noticed that the parent was very caring and patient. The parent used to straighten the child words when the child mispronounced the sentence.

Based on the interview with the parent, at the age of 6 month, the child was able to babble the vocal "ma-ma-ma". And at the age of 6 months, the child was able to call her mother "mama".

> *"Saat umur 6 bulan anak saya baru bisa ngoceh mbak. Ngocehnya juga belum jelas. Tapi seingat saya umur segitu anak saya sudah bisa bilang mmah (mamah)"*.

Based on the interview, the parent did not always accompany the child when the child played and learned because her parent worked . So when the parent worked, the child was fostered by her grandmother. In the ine word utterence phase, the child could speak two word "mah", and "mik cu". But when the

child was 2 years old, the child could communicate with the surrounding environment.

Based on the observation and interview above, the parent with Senior High School background applied the permissive parenting style to teach her child. Especially in language acquisition, the parent was responsible to acquire children language acquisition. (Observation, 3 December 2018)

g) **Informant 7**

Based on the result of observation on Monday, 3 December 2018 at 10.20 a.m in Krapyak Wetan Kartasura, the seventh informant was the parent with Associate Degree background who applied permissive parenting style. The parent was responsible to acquire children language acquisition. When the child was 6 month, the child could babble the vocal /m/ and when the cooing phase, the child could also do it based on the age stage.

> *"Anak saya umur 4 bulan itu udah ngoceh ngoceh. Tapi yang di ocehin apa ya belum jelas mbak. Saat umur 6 bulan, anak saya sudah bisa bilang mimik Cuma pengucapannya masih belum jelas".*

In the one word utterence phase, the child could speak "mamah", "papah", and "mimik". To acquire children language acquisition, during the foster care, the parent did not find that the

child experience delays in understanding the word and was be able to communicate with the other people.

> *"Anak saya lancar bicaranya umur 2 tahun ini mbak. Umur 1.5 tahun itu lancar tapi yang udah bener bener lancar ya umur 2 tahun mbak. Sudah bisa di ajak berkomunikasi".* (Interview, 3 December 2018)

Based on the observation and interview above, the parent was very responsive to acquire children language acquisition so the child was able to communicate with the other people in the age of 2 years old and with the Associate Degree, the parent applied permissive parenting style to teach their children. (Observation, 3 December 2018)

h) **Informant 8**

Based on the result of observation on Tuesday, 4 December 2018 at 16.00 p.m in Krapyak Wetan Kartasura, the eighth informant who Bachelor Degree applied authoritative parenting style to her child. The parent always responsive to inviting her child to communicate. But at the age of 3 years old, the child couldn't speak fluently. It causes the parent caring her child with a babysitter. But in cooing phase, the child able to do based on the age stage. In the babbling phase, the child could speak "ibu" at the age of 8 month.

> *"Umur 3-5 bulan anak saya sudah ngoceh ngoceh mbk. Kata yang di ocehin ya gak jelas. 6 bulan kayaknya anak saya belum bisa bilang apa apa mbak. anak saya bisa panggil saya bu' (ibu) itu umur 8 bulan kalau tidak salah".*

Based on the interview with the parent, at the age of 1 year old, the child couldn't speak 1 to 3 meaningful words. At the age of 1 year old, the child could speak two meaningful words "ibu", and "Bapak". It fbecause the parent not taking care of her own baby.

> *"Bisanya Cuma panggil bu' (ibu) dan pak (bapak) mbak. Kalau ngomong belum bisa anak saya. Tapi anak saya jalan dulu mbak umur 1 tahun makanya belum bisa ngomong".*

Based on the observation, the researcher noticed that the babysitter was passive to inviting the child to communicate. So that the child couldn't speak fluently at the age of three years old.

Based on the observation and interview, the parent with Bachelor Degree applied authoritative parenting style to teach their children and to acquire their children language acquisition, the parent were responsive to inviting the child to communicate. But, cause the parent was worked and the parent caring the child with babysitter make the child couldn't speak fluently at the age of 3 years old. (Observation, 4 December 2018)

i) Informant 9

Based on the result of observation on Tuesday, 4 December 2018 at 16.35 p.m in Krapyak Wetan Kartasura the ninth informant was Senior High School background. The ninth informant applied authoritative parenting style to her child. In language acquisition, the parent was responsive to her child. The parent always inviting the child to communicate and to acquire children language acquisition the parent always inviting the child to sing a children song.

> *"Saya sering mengajak anak saya bernyanyi sambil melihat video lagu anak anak agar anak saya kosa katanya banyak".*

Once the cooing phase, the child were able to speak with vocal /a/. And once the babbling phase, the child were able to speak vocal /t/. At the age of 1 year old, the child had been a lot of vocabulary but the child just clear to speak "Umi" and "Abi". When the children were 2 years old, the child was able to speak fluently.

> *"Pada umur 3 bulan anak saya sudah bisa memproduksi bunyi "akh". Umur 6 bulan anak saya sudah bisa mengucapkan bunyi "tatata" . Lumayan banyak kata yang anak saya dapat ucapkan di umur 1 tahun. Hanya pengucannya yang belum jelas. Dia hanya jelas memanggil saya "umi" dan memanggil ayah nya dengan sebutan "abi". Umur 2 tahun anak saya sudah mulai lancar berbicara. Sudah nyambung di ajak berkomunikasi. Sebenarnya pada umur 1 sampai 1.5 tahun kata yang di*

kuasai anak saya sudah lumayan banyak. Hanya belum jelas bicaranya".

Based on the observation and interview above, the parent with Senior High School Background applied authoritative parenting style and to teach her children language acquisition, the parent always inviting her child to sing a children song. (Observation, 4 December 2018)

j) Informant 10

Based on the result of observation on Tuesday, 4 December 2018 at 17.00 p.m in Krapyak Wetan Kartasura the parent with Senior High School background applied permissive parenting style to the child. Once the cooing phase at three until five month, the child could do it based on the age stage. And once the babbling stage at six month, the child was able to speak "ya-ya-ya".

Based on the observation, the researcher noticed that the tenth informant was very responsive to inviting the child to communicate. So that at the age of 2 years old, the child were able to speak fluently.

> *"Umur 6 bulan anak saya sudah bisa ngoceh "yayaya". Saat umur 1 tahun kosa kata anak saya sudah lumayan banyak sehingga saat umur 2 tahun anak saya sudah lancar bicaranya".*

Based on the observation and interview above, the parent with Senior High School background applied permissive parenting style to the child and to acquire their children language acquisition, the parent always inviting the child so communication so that at the age of 2 years old, the child could speak fluently. (Observation, 4 December 2018)

Based on the result observation, interview and questionnaire on 30 November 2018 until 4 December 2018 in Krapyak Wetan Kartasura, the parents with high socioeconomic applied authoritative parenting style and the parents with low socioeconomic status applied permissive parenting style to their children. To acquire children language acquisition, parents with low socioeconomic status in one word utterence the children could speak two until four words and parents with high socioeconomic in one word utterence phase, the child could speak two words.

3. **Percetage of Parenting Style and Children Language Acquisition Based on Socioeconomic Status in Krapyak Wetan Kartasura**

No.	Name of The Childrens	Name of The Parents	Parents' Education	Parenting Style
1.	Linqi Camilla Jannata	M. Lintang Samodra & Suqiarani	Ayah : SMA Ibu : SMA	Authoritative
2.	Syair Damai Kalimasada	Jamal Shodiqin & Ntrteur Latifah Umi Satiti	Ayah : Sarjana Ibu : Sarjana	Authoritative
3.	Diva Aluna Saputro	Sutopo Dwi Saputro & Heni Setiyowati	Ayah : SMA Ibu : D3	Permissive
4.	Batar Ibrahim	Danang Saputro Jaya	Ayah : S1	permissive

	Musa	& Apri Ajeng Prameswati	Ibu : S1	
5.	Syafiqa Amelia Azni	Irwan Ashari & Anik Bardiyati	Ayah : SMA Ibu : SMA	Permissive
6.	Aqbari Runako Arseno	Agus Supriydi & Indah Subekti	Ayah : SMA Ibu : SMA	Permissive
7.	Aqila Putri Rahma	Agus Rochmat & Siti Nurul Khasanah	Ayah : SMP Ibu : D3	Permissive
8.	Muhammad Rifqi Nur Rifa'i	Nur Wakhid Shofarudin & Tetri Septiana	Ayah : D3 Ibu : SMA	Authoritative
9.	Saffanah Nazmatul Mumtazah	Wahyu Himawan & Indah Subekti	Ayah : SMA Ibu : SMA	Permissive
10.	Bahtiar Musa	Tri Mulyanto & Naningtias	Ayah : SMP Ibu : SD	Permissive

There were 4 or 40% parents in high socioeconomic and 6 or 60% parents in low socioeconomic status. In high socioeconomic status, there were 3 or 30% parents applied authoritative parenting style and there were 7 or 70% parents applied permissive parenting style.

The most dominant parenting style in Krapak Wetan Kartasura was permissive parenting style with 7 or 70% parents. It was followed by authoritative parenting style with 3 or 30% parents.

B. DISCUSSION

In this discussion, it would like discussed about the main point of the research findings concerning the parenting style on children language acquisition based on socioeconomic status in Krapyak Wetan Kartasura at 2018.

Parents are an important character for the children. The parents who would like to caring until form the character and the attitude of the children then. Because of that, the parents have to behave and be kind in front of the children. Furthermore, the parents must provide the education and teach their children to always be kind of the other people, because what the parents do and the parents teach to their children is a reflection of the character and the attitude to the children then.

Beside it, socioeconomic of the parents also important to teach the children. Especially in children language acquisition. Usually, parents with high socioeconomic would facilitate the children to acquire their language acquisition and parents with high socioeconomic usually would be responsive to their children. Hetzer & Raindrorf in E. Hurlock, 1956 state that the children that come from low socioeconomic status would be experience delays in language skill rather than the children that come from high socioeconomic status. This condition because there is a different education in teaching children language acquisition. Parents with low socioeconomic status are less to attention with childhood development.

Base on the result, at the age of 3 until 5 months, the children must be able to cooing phase. Cooing is the phase when the baby starts by issuing the meaningless sounds. Usually, this phase occurs when the baby is three until five months. In this phase, usually, the baby would be able to issue the sound such as "ma", "da", "ba", "na". The second phase is babbling. Usually, this phase occurs at the six until eight months of the children. Babbling is the phase when the baby was able to speak a combination word between vocal and consonant repeatedly such as "ba-ba-ba", "ma-ma-ma", "pa-pa-pa". The third phase is one-word utterance. This phase occurs at the age of twelve until eighteen months. Usually, in this phase, the baby was able to identify the words from the parents and began to speak the first word. such as "mam" it means that the children want to eat or "ma" it means that children need her mother. The last phase is telegraphic speech. This phase occurs at the age of twenty-four until thirty years old. In this phase, usually, the children were able to speak fluently.

There is a different factor that can support and inhibitor the parenting style on children language acquisition based on socioeconomic status in Krapyak Wetan Kartasura. The following of the inhibitor factor that can affect the parenting style on children language acquisition is socioeconomic status of the parents. The parents with high socioeconomic usually would be more responsive to their children. The education of the parents also could the inhibitor parenting style. Because the parent's

education is very important to teach the children. Besides it, the inhibitor factor of parenting style on children language acquisition is the communication of the parents to the children and proximity the parents with the children.

There is a different factor that can support and inhibitor the parenting style on children language acquisition based on socioeconomic status in Krapyak Wetan KartasurParents that always inviting the children to communicate, could develop the child's confidence, the children would be felt more valuable and help the children to had a good relationship with the other people. The communication of parents with the children also could be affected to language skill of the children. The children that not had good communication with the parents will affect the language skill process and the vocabulary of the children and the children would experience delays to speak rapidly.

CHAPTER V

CONCLUSION, SUGGESTION AND IMPLICATION

In this chapter, the researcher presented the conclusion, suggestion and implication related to what the researcher described and discussed from the previous chapter.

A. Conclusion

Based on the research finding, the researcher concludes that in Krapyak Wetan Kartasura there is a different parenting style based on socioeconomic status of the parents in teaching their children language acquisition. The parents with high socioeconomic applied authoritative parenting style and the parents with low socioeconomic status applied permissive parenting style to their children and to acquire children language acquisition, parents with low socioeconomic status in one word utterence the children could speak two until four words and parents with high socioeconomic in one word utterence phase, the children could speak two words.

From the picture above, parents with high socioeconomic status applied authoritative parenting style. In the cooing phase, the children is able to issuing the meaningless sound such as "ba" at the age of three months and in the babbling phase, the children is able to issuing the sound "ma-ma-ma" at the age of six months. In the phase of one word utterence, the children with high socioeconomic of the parents could speak two until four word and in the phase of telegraphic speech, the children with high socioeconomic status of the parents at the age of two years old, the children was fluently in speaking.

Beside that, parents with low socioeconomic status applied permissive parenting style. In the cooing phase, the children is able to issuing the meaningless sound such as "ba" at the age of five months and in the babbling phase, the children is able to issuing the sound "ma-ma-ma" at the age of eight months. In the phase of one word utterence, the children with low socioeconomic of the parents could speak two word and in the phase of telegraphic speech, the children with low socioeconomic status of the parents at the age of two until 3 years old, the children was fluently in speaking.

The most dominant of socioeconomic status in Krapyak Wetan was low socioeconomic status with 6 or 60% parents. It was followed by high socioeconomic status with 4 or 40% parents. The most dominant of parenting style in Krapyak Wetan was permissive parenting style with 7 or 70% parents and authoritative parenting style with 3 or 30% parents.

B. Suggestion

Based on the result, the researcher would like to give some suggestion for the following people :

e. For the lecture

By doing this research, the English lecture will know the role of parenting style in teaching children language acquisition based on socioeconomic status of the parents

f. For the students

By doing this research, the students will get the knowledge about parenting style and children language acquisition based socioeconomic status

g. For the researcher

The result of this study will give experience and will be useful for other researchers to conduct the better research in the future.

h. For the parents

The result of this study will give knowledge about the role of parenting style and children language acquisition based on socioeconomic status of the parents

C. Implication

Children language acquisition process will succeed if there is a communication between the parents and the children. The parents that always supported the children in language acquisition will be more able to speak fluently. In parenting time, the parents should have many ways to

teach their children. The parents should also to be more active rather than their children. Because in the phase of childhood development, the parents should be more patient with their children. If the parents couldn't the children to communicates, the children couldn't develop based on the age stage.

To be able to educate the children based on the age stage, the parents should also to control the emotion. If the parents couldn't control the emotion, then the children will felt stress and make the children hampered in language acquisition. So that the children can develop based on the age stage, the parents should be more responsive to their children.

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