



## The Impact of Environment on Speaking Skills in 4 Year Old Children

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### Abstract

Speaking skills are the skills or abilities of a person in conveying ideas, ideas, thoughts and feelings to others using spoken language clearly, correctly and can be understood by others. Speaking skills are closely related to the family environment and the school environment. A less supportive environment greatly affects children's speaking skills. This study aims to describe the impact of the environment on speaking skills in 4-year-old children in Simpang Kepuh RT 07 RW 10 Sukun sub-district, Malang city. The type of research used in this study is qualitative with a case study method with the research subject totaling one girl. Data collection techniques using observation, interviews and documentation. The data analysis technique uses qualitative descriptive analysis techniques which include data reduction, data presentation, and ends with drawing conclusions. Data validity techniques using extended observation and source triangulation. The results showed that the environment has an impact on children's speaking skills. The environment in question is a family environment and a school environment that does not stimulate children's speaking skills.

**Keywords:** *Impact of Environment, Speaking Skills, Children*



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### INTRODUCTION

Early childhood is the most important and fundamental phase in the span of growth and development of human life. This period is characterized by various fundamentally important periods in a child's life that determine how his or her life will be in adulthood or what is referred to as the *Golden Ages* or golden period, where all children's potential develops most rapidly (Utama & Tanfidiyah, 2019). Education that can develop all the potential of children is early childhood education. Early childhood education according to Hafidah (2019) is the most basic education and early education for child development where all aspects of child development or potential are

developed. Another definition is also defined by Suyadi and Mulyadi in Utami (2019) that early childhood education is essentially education that is organized with the aim of facilitating the growth and development of children as a whole and emphasizing all aspects of the child's personality. Based on the above opinion, it can be concluded that early childhood education is the most basic or initial education with the aim of facilitating all potential or developmental tasks of children and emphasizing aspects of early childhood personality. In early childhood the term independence is associated with the ability to do everything on their own such as wearing their own shoes, wearing their own clothes, tying their own shoes, taking their own food and drink without having to rely on the help of others (Ilham Kamaruddin, Achmad Abdul Azis, Mohammad Syahru Assabana, Arif ismunandar, & Duwi Meilina, 2022).

According to Zakiyah Daradjat in Utami (2019) independence is the tendency of early childhood to do something they want without asking others for help. In addition, Diane Trister Dogde in Komala (2015) early childhood independence can be seen from the child's habituation and ability in physical abilities, self-confidence, responsibility, sociability, discipline, emotional control and willingness to share. Masrun et al in Yusuf et al (2017) independence is a trait that allows children to act freely to do something on their own impetus, pursue achievement, be full of confidence, and have the desire to do something without the help of others, be able to overcome the problems faced, be able to control actions, be able to influence the environment, have confidence in their abilities, appreciate their own condition, and get satisfaction from their own efforts.

Thus it can be stated that independence is a tendency possessed by early childhood such as the ability to do something desired without asking for help from others, children are responsible for the tasks they do, confident, sociable, willing to share, have the ability to influence the environment, pursue achievement, be able to overcome the problems faced, appreciate and get satisfaction for their own efforts. To form an independent personality in early childhood requires a gradual process. All efforts to make early childhood independent are very important so that children can reach the stage of maturity according to their age. The learning process regarding independence must be directed at developing life skills. The development of life skills is based on habits that have the aim of developing the ability to help themselves, self-discipline, and socialization and acquiring basic skills that are useful for their survival (Kamaruddin et al., 2023).

To be independent also requires support and encouragement from the early childhood social environment such as the family environment, school environment and the surrounding environment. The role of the environment is needed by early childhood as an amplifier for every behavior it shows. The child's social environment is an environment where interactions occur in doing something between others in the environment where early childhood is located. In the social environment, children can be taught the value of independence from an early age. As has been recognized, everything that can be cultivated from an early age will be lived and is needed to develop towards perfection. An independent person is the main life ability and one of the needs of every human being at the beginning of his age. Early childhood, although still very young, is required to have an independent person.

Based on the description above, the purpose of writing this article is to understand how important the cultivation of values is. independence in early childhood. And can see the positive things that can be taken for the progress of early

childhood education. According to Hasnida (2014) Early childhood education (PAUD) is a level of education before the level of basic education which is a coaching effort aimed at children from birth to six years of age which is done through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Education for early childhood is very basic and cannot be ignored because it is a provision for entering further education. Early childhood education focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, creative power, and behavior and religion) language and communication, according to the uniqueness and stages of development through early childhood (Sari, 2023). One of these stages that has a very important role is language because with language children can convey messages to friends, teachers, parents and so on, (Mroz & Letts, 2008) states that with language children can express their thoughts and can express their feelings, therefore language needs to be taught or instilled early on to children.

Language according to (Anggraini, 2011) is a symbolic system that can be used to represent a child's thoughts while according to (Johan & Batam, n.d.) language is a communication bridge that connects one child with another. According to (Delfita, 2009) language is any form of communication where children's thoughts and feelings are symbolized in order to convey meaning to others around them. From some of the above definitions it can be concluded that language is a tool that can be used from early childhood to be able to express their feelings, desires to others. One of the language skills according to Bromley (in (Teresa & Simatupang, 2015)); forms of language are listening, speaking, reading and writing. Meanwhile, according to (Sari & Suryana, 2019), early childhood language activities include listening, speaking, reading, and writing activities.

Researchers want to examine speaking skills because speaking is a skill that needs to be learned for early childhood as a means of socialization with others. Speaking skills according to (Keguruan & Keguruan, n.d.) is an ability to express thoughts well through sound so that others can understand with the aim of interacting with others. Speaking skills are the most natural thing that everyone does, including early childhood. Speaking skills are always needed every day from the moment we wake up to the moment we go back to sleep as a means to communicate.

Based on the above statement according to Hurlock in (Teresa & Simatupang, 2015) speaking is a form of language that uses articulation or words used to convey intent (B. Hurlock, 2010). In speaking there are several main tasks of learning speech, including pronunciation of words, vocabulary development, sentence formation. Some of the main tasks in learning to speak are word pronunciation, which is the first task of learning to speak in early childhood development which is very important. According to the regulation of the minister of national education on the standards of Early Childhood Education (PAUD) 58 of 2009, states that the level of developmental achievement of the age group 3-4 years in the language development of the scope of speaking skills as follows: 1) expressing wishes by saying clear sentences. 2) telling experiences clearly.

Bowler and linke in (Pardede et al., 2018) provide an overview of speaking skills in 4-year-old children, namely children begin to express things clearly, give names, addresses, ages and begin to understand time. According to Musbikin (Worster-Drought, 1968), children of this age also begin to be able to form more

complex sentences, including ideas, events, and information they get from the environment, while according to Hurlock in (Hartwi and Zahrani, 2015), 3-4 years old can talk about the past, know the names of body parts and animal names, vocabulary reaches 900-1000 words, name and gender, recognize colors, repeat four digit numbers, words up to four syllables. Bhardwaj and Raghunathan (1992) also state that by the age of three, children should have mastered the use of all vowels, and consonants such as w, m, n, p, b, k, g, t and d. This age group generally has 70-80% of children who do not know the vowels. Children of this age are generally 70-80% unintelligible, using an average of three word sentences. Whereas by the age of four, he should be 100% comprehensible and use four word sentences.

Speaking skills in early childhood can develop along with the increasing experience and needs of the child. Children will gain experience from their environment. The environment has a considerable influence on children's speaking skills. The stimulus that children get through the environment will affect their speaking skills. Based on the explanation above, the researcher is interested in conducting research with the title Environmental Impact on speaking skills in 4-year-old children in Simpang Kepuh RT 07 RW 10 Sukun Subdistrict, Malang City.

## METHODOLOGY

The method used in this research is a qualitative method with a case study approach. This research was conducted to describe the impact of the environment on speaking skills in 4-year-old children in Simpang Kepuh RT 07 RW 10 Sukun District, Malang City. In this study, researchers focused on one case related to the impact of the environment on children's speaking skills. The subject in this study is a 4-year-old girl named (NBA). Data collection techniques in this study used observation, interviews and documentation.

Observations are carried out directly in order to see and observe for themselves the things that arise from the impact of the environment on children's speaking skills. In this study, observations were made on July 5, 2023, this observation was carried out first before conducting research to find out the problems or background conditions of the subject. Researchers made observations when the subject was in his neighbourhood, and when the subject was at school. The interview was conducted on July 14, 2023, the interview was structured regarding a series of questions asked to the parents (mother), caretakers and teachers of the subject. The interview process with the subject's mother was carried out in the evening because in the morning the subject's mother went to work and only returned at night. The interview process was carried out with the subject's guard in the afternoon because in the morning the subject's guard prepared lunch for the subject and after that picked up the subject after school. And the interview process conducted with the subject's homeroom teacher was carried out in the afternoon because it took time after school. Documentation was conducted to support and support observations and interviews in collecting data related to children. The documentation used in this research is in the form of photos and videos. Photos and videos were used to record children's activities and record researchers when conducting interviews with parents, teachers and child caregivers.

The data analysis technique that researchers use is a qualitative descriptive data analysis technique that aims to describe phenomena in the field. The data analysis process during the field includes first data reduction, data reduction is used to

summarize important things about the impact of the environment on the subject's speaking skills. Second, data display is used to do a brief description to make it easier to understand what is happening regarding the impact of the environment on the subject's speaking skills. Third, draw conclusions. Conclusions are drawn to provide a summary of what has been learned at that time regarding the impact of the environment on the subject's speaking skills. The data validation technique of this study uses extended observation, namely the researcher returns to the field to make observations, interviews and documentation again so that the data obtained is more and more complete about the impact of the environment on speaking skills on the subject. In addition to extending observation, researchers use source triangulation to check data obtained from several sources regarding the subject by analyzing it to produce a conclusion.

## RESULTS AND DISCUSSION

Based on the results of observations of the impact of the Environment on the speaking skills of 4-year-old children in Simpang Kepuh RT 07 RW 10 Sukun sub-district, Malang city, the results of observations and interviews can be described as follows Based on the results of the observations and interviews above conducted by researchers on July 5 and 6, 2023 at Simpang Kepuh RT 07 RW 10 Sukun sub-district there is one girl named 'NBA' who is 4 years old. Her language skills are not in accordance with the standard level of achievement of child development, especially when the child expresses something and answers questions still unclear in pronunciation. This language ability researchers see when children interact with peers who are also neighbors of children. For example, the child in expressing words such as candy is expressed tomen, mama is expressed then, like is expressed uka, straw is expressed endotan, orange is expressed jelu, key is expressed konci, who is expressed siapa, train is expressed keleta, brother is expressed ka, milk is expressed grandchildren and calling other people's names such as the name of his brother Aurel is expressed auel, Rama who is a neighbor and the same age as him is expressed ama and Irma is expressed ima.

### **The impact of the environment on the speaking skills of 4-year-old children in Simpang Kepuh RT 07 RW 10 Sukun sub-district, Malang city Guardians and Parents**

The researcher conducted an interview with an NBA's babysitter with the initials NS on July 6, 2023. The researcher asked several things to NS. She said that when NBA is at home, she is less communicated with by parents and parents always ask children to watch television because parents are too busy with their own business and work. The backbone of the family is the mother, and the father does not have a job. NBA fathers are rarely at home. Every morning the mother takes the children to school and then goes to work until 10pm. NS has no knowledge at all about language skills, only knows the task of keeping NBA well so that nothing untoward happens. This makes NBA's language skills ignored. In addition to researchers conducting NS interviews, researchers also conducted interviews with the child's parents, namely the mother with the initials "AM" on July 6, 2023. The child's mother said that at home she did not pay much attention to her children, especially in speaking ability. What the mother knows is that her children are healthy and thinks that her child is still small, it is natural when a child speaks or says something unclear.

**Observation of the impact of the environment on the speaking skills of 4-year-old children in Simpang Kepuh RT 07 RW 10 Sukun sub-district, Malang city.**

**People around the child**

In addition to the researcher conducting interviews with babysitters and parents, the researcher also observed that the people around the child did not correct the pronunciation of the wrong words coming out of the child's mouth but they repeated or followed the wrong words just like the child did. For example, the child said the word milk with grandchildren, the people around the child did not correct the wrong pronunciation of the child but they repeated what the child said by expressing the word grandchildren again.

**Observation of the impact of the environment on the speaking skills of 4-year-old children in Simpang Kepuh RT 07 RW 10 Sukun sub-district, Malang city.**

**Child's homeroom teacher**

Researchers also conducted interviews with the child's homeroom teacher named Mrs. Siti Aminah S.Pd. Researchers asked about the child's daily life while at school and indeed the child's language skills were the same as at home, the child could not express something clearly when asked, so as a result his friends at school rarely invited the child to talk because they did not understand what the child was talking about. The homeroom teacher also said that the child could not repeat simple sentences. In addition, this institution also lacks creative teachers in creating learning that stimulates children's speech skills, learning is only related to reading and writing.

Based on the above problems, it can be concluded that the environment has an impact on children's speaking skills, the environment in question is an environment that is less supportive or an environment that does not stimulate children's speaking skills. Speaking skills in question such as expressing desires by saying sentences clearly. This is supported by previous research conducted by Maula 2017 on speaking skills in early childhood at the Rainbow Playgroup in Serang City. In this study, it shows that various factors can influence children's speaking skills, and one of them is environmental factors. This study explains that the environment is one of the factors that greatly affects children's speaking skills because in essence the process of acquiring children's speaking skills begins with the ability to hear and then imitate the sounds they hear, namely from the environment where the child lives. A child will not be able to speak if the child is not equipped with good language skills in the family. The family environment is the child's closest place, namely the child's parents. Language development in children will not be separated from the role and stimulus given by parents to their children. The family environment is the first place where children will learn their speaking skills. This is supported by the behavioristic theory by B.F Skinner in (Siregar, North, & Library, 2008) he emphasizes that the ability to speak and understand language by early childhood is obtained from stimuli from the environment around the child. Speaking skills are determined by the length of practice provided by the child's environment. Because of the important role of the environment, especially parents, parents must provide the best role for their children in terms of speaking skills.

In addition, this is also supported by research conducted by Nurlaeli 2015 on the relationship between parental interaction and children's speaking skills at Pertiwi Babakan Kindergarten, Kalimantan Purbalingga, Central Java. In this study, it is

explained that interactions carried out by parents greatly affect children's speaking skills, because children's speaking skills begin when children reach the age of 4-6 years where children have begun to interact with their family and peer environment. However, the most important factor that will influence children's speaking skills comes from the family, namely parents because parents are someone who meets with children for a very long time compared to meeting their peers.

This research is also reinforced by research conducted by Surmayanti 2017 regarding the role of the environment on children's speaking skills. In this study, it is explained that the environment has a considerable influence on children's speaking skills because the stimulus obtained by children through the environment will affect their speaking skills.

A solution can be provided Based on the environment's impact on children's speaking skills. The solution given is the need for good cooperation in the child's environment such as cooperation between parents, teachers or the environment around the child. For parents at home, children are invited to talk such as asking about their activities at school, this method can help children to express something clearly because when children are less clear in expressing something parents can correct it, then often read storybooks and then children are asked to retell what they heard earlier because it affects their speaking skills. In addition to the family, the environment around the child also affects the child's speaking skills such as the school environment. At school, teachers as facilitators should arrange lessons that stimulate children's speaking skills such as discussing, storytelling, and creating games that allow children to stimulate their speaking skills.

## CONCLUSIONS

Based on the description above, it can be concluded that "NBA" experiences problems in his speaking skills; this is due to the impact of the environment around the child. In the child's environment, especially the family environment does not pay attention to his speaking skills.

Suggestions are addressed to; 1) parents: parents should take enough time to pay attention to their children, especially in terms of their speaking skills, besides that parents also seek information or share stories with friends, relatives, and other people regarding a child's speaking skills. 2) Teachers: teachers at school should provide lessons that can stimulate children's speaking skills by providing lessons in the form of games that allow children to communicate and socialize with other children, through which children's speaking skills can be even better.

## ACKNOWLEDGMENT

The researcher would like to thank the parties involved who supported this research. Among them are early childhood and parents who are willing to participate in interviews and share experiences that allow researchers to gain a deep understanding of children. And finally, a big thank you for the support from friends and family so that this research runs smoothly.

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