

ANALYSIS OF LANGUAGE ACQUISITION IN CHILDREN AGED 0-5 YEARS IN THE CARE OF CAREER MOTHER: BEHAVIORISM THEORY BY B.F SKINNER

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This research aims to reveal the language acquisition of children aged 0-5 years old in career-mother's parenting by using behaviorism theory by B.F Skinner that is language acquisition formed by associative relationship between stimulus and repetitive responses to form reinforcement (habits). The influence of a career mother requires a child to be left at home with a babysitter, so it affects to the language acquisition of the child. This research uses qualitative method with the subject of research is five childrens aged 0-5 years old who the mothers are a full-time worker and raised by a different babysitter substantially in language teaching for the children. The method that is used in this research is descriptive qualitative method. Directly observation and interview technique are used as data analysis technique. The result of the analysis shows that the pattern of children's parenting is very influential on the language acquisition. The interaction between a mother and a child or a babysitter and a child is a form of stimulus to the children and repeated responses. It makes the reinforcement will determine the success of children's language acquisition. Environment plays a significant role in language development especially in vocabulary. Therefore, the children need to be involved in a dialogue or conversation, a question and interactive language.

Keywords: Parenting, career mother, language acquisition, behaviorism theory

Introduction

A child's mastery of a language begins with the acquisition of the first language which is often referred to as the mother tongue. The process of children's language acquisition begins with the ability to hear, then imitate the sounds they hear from their environment. In this process the child will not be able to speak and speak if the child is not given the opportunity to interact with his mother as has been active from the prenatal period (prenatal period) to the first years (postnatal) while language learning is defined as the process of mastering language. own or another language by a human being. In short, the minimum condition for language acquisition is participation in natural communication situations.

The most important aspect in language acquisition is language function. One of the functions of language is as a communication tool. Therefore, someone who often uses language to communicate will have a higher level of competence and performance. Behaviorism theory driven by B.F Skinner is based on stimulus-response learning theory, namely learning is the formation of associative relationships between stimuli and responses repeatedly so that reinforcement or habits are formed. In other words, interaction factors as a form of stimulus will determine a person's success in language mastery. However, as the world develops increasingly rapidly, interactions between mothers and children have changed. This is caused by the effects of social transformation which has changed society's paradigm regarding the role and position of women in society. Nowadays there are many and it is no longer strange for women to have careers and even occupy important positions in their careers.

A career woman is a woman who works outside the home who prioritizes her work seriously because there is a clear path to promotion with a very regular work rhythm and a systematic job desk and strong routine. This phenomenon sometimes tends to be negative, especially for women who prioritize their career over their household, especially since there are so many conveniences nowadays by using babysitter services to help with work at home, especially to look after their children,

so the main task or charm of being a housewife is often forgotten. This of course reduces communication interactions between the child and the mother so that it has an impact on the child's language development.

In general, since birth, every normal baby has been given the basic ability or potential to be able to speak, but this ability cannot simply develop without personal will and encouragement from other parties who also influence it. Therefore, the need for a child's language development will be closely related to the influence of maternal care. On the other hand, with the current phenomenon of mothers being busy with their careers, of course this has an impact on children's speech delays and they must consult with an expert if they haven't started saying one word until they are 12 months old, they haven't said three words until they are 2 years old, and they don't have grammar yet until they are 3 years old. developed and his vocabulary was below 3000 words, until the age of 4 years he was not able to put two words together into one sentence and until the age of 5 years he was not able to pronounce vowel and consonant sounds correctly. Thus, it is very necessary for a mother to prioritize more dominant time to accompany the child's language development process.

Several studies that have been carried out related to child development are the Influence of Parental Busyness on the Morale of Class VIII Students of SMP Negeri 1 Srandakan Bantul T.A 2015/2016" (Pratita, 2016), Analysis of the Development of Children's Communicability Based on the Parenting Patterns of Working Mothers and Non-Working Mothers (Pratita, 2016). Hayat, 2017), and Parenting by Career Mothers and Internalization of Career Values in Adolescents (Dewi, 2015). However, as far as has been observed, research on children's language development in the care of mothers with behaviorist reviews has never been carried out. Therefore, this research tries to reveal the language acquisition of children aged 0-5 years with the parenting style of career mothers who leave their children at home with a babysitter or nanny.

Theoretical Review

2.1 Language Acquisition in Children

Language is a symbolization of an idea or thought that the sender of the message wants to communicate and received by the recipient of the message through certain codes, both verbal and nonverbal. Children use language to communicate and adapt to their environment to exchange ideas, thoughts and emotions. Language can be expressed through speech that refers to verbal symbols. Apart from that, language can also be expressed through writing, gestural signs and music.

According to behaviorist theory, language acquisition is nurture, that is, acquisition is determined by the natural environment. Language acquisition in children is determined by the natural environment. So, whatever knowledge humans then obtain comes solely from their environment. Meanwhile, Chaer explained that language acquisition is a process that takes place in a child's brain when he acquires his first language or mother tongue. Language acquisition is usually distinguished from language learning. Language learning is related to the processes that occur when a child learns a second language after he has acquired his first language. So, language acquisition is concerned with the first language, while language learning is concerned with the second language (Chaer, 2003: 167).

There are two processes that occur when a child acquires his first language. The processes in question are the competency process and performance process. These two processes are two different processes. Competence is the process of mastering grammar (phonology, morphology, syntax and semantics) unconsciously. This competency is carried by every child from birth. Even though they are innate from birth, competence requires coaching so that children have language performance. Performance is a child's ability to use language to communicate. Performance consists of two processes, namely the process of understanding and the process of publishing sentences. The comprehension process involves the ability to observe or perceive the sentences heard, while the publishing process involves the ability to produce your own sentences (Chaer 2003: 167). Almost the same thing as explained by Mowrer (1954), Skinner (1957), and Osgood (1963) considers language to be a

form of other learning behavior. Language, as a series of relationships between meaning and words, words and phonemes, as well as statements and responses that are learned or conditioned through associations between stimuli and responses. The strength of the stimulus-response bond determines the probability of a particular response occurring.

General Stages of Development of a Child's Language Skills:

1) Children aged (0 – 1 month)

According to behaviorism theory, children are born like empty plates (nurture), these empty plates will be filled in the family environment. When a mother offers her milk to her child by saying mimic... that is one of the stimuli that the mother gives to her child. The child could only cry. When a mother offers her milk to her child, a learning and teaching process occurs. The intended learning and teaching process is that mothers learn to breastfeed and teach their children to drink milk. Apart from that, the process of putting milk into a child's mouth is also a process of language acquisition and teaching to children

2) Children aged 1 – 6 months

At this age the process of language acquisition and learning for children becomes more active. This can be seen from the fact that movement control has begun to be controlled. Their visual function also develops well so that at this age children begin to learn to reach and hold objects that are nearby. The learning and teaching carried out by mothers to their children is a form of mother's love and obligation to her children as stated in the education system in Indonesia. Seeing the child's increasingly advanced development, the mother teaches the child to say certain words. Children whose nature adopts the words of their parents, here a process of language acquisition occurs in the child. A mother who teaches her children to speak will provide dancing stimuli that are real in nature. This is done by mothers to help their children speak and recognize.

At this age, starting at approximately 4 months, babies are able to produce sounds called babbling because at this time babies begin to learn to imitate the sounds they hear. At this stage it will be seen more clearly how the acquisition and teaching

process occurs by the mother by providing stimuli that make the child respond and acquire language.

3) Age 7 – 12 months

The process of acquisition and teaching, both physical and verbal, is visible at this age. At this stage the child is also developing both physically and verbally. At this age, babies learn different methods of movement. This occurs in the learning process in the form of a stimulus response carried out by the mother. The learning process carried out by the mother is physical. This will be seen when a mother teaches her child to sit, crawl and walk. This is explained by (Owens: 1998) that babies have started to learn to sit, crawl and finally walk. Apart from that, the baby's development in terms of linguistics has also increased very significantly. The baby's development here includes: children begin to learn to solve problems and experiment with their speaking abilities, namely by producing reduplicated babbling in addition to starting to recognize names and look at objects and say their names. At this age children begin to be able to recognize and remember objects. Apart from that, he is also able to look for his toys in the places where he was last seen. This is a process of language acquisition and teaching carried out by children. In their social development, babies at this age begin to learn to imitate the people around them. He learns to remember events that often occur around him so that he begins to expect an event and wait for the results of these actions. For example, if a child wants to go, the child can wave "da-da".

4) At the age of 12 – 24 months

At this age, children begin to learn and learn not only from their parents or those around them, but children begin to learn to recognize objects using their senses of sight and touch. This will be seen in children when the child learns from the simplest things, for example when a mother invites her child to play outside the house and the child sees a cat, the child points to the cat and says as much as he can then the mother teaches that this is called meow and the child it says maoung... from the example above we see how the environment is also a stimulus for children. Additionally, at the age of 12-24 months, children recognize objects by holding, pulling, pushing or moving them. At this age children really like new things and are

starting to learn to express "likes" and "dislikes". With the emergence of these feelings of likes and dislikes, a possessive attitude towards the toys emerges.

5) Child at Age 3 – enters school.

In general, at this age children begin to learn to be independent by being able to carry out their own personal activities such as wearing clothes and eating. His memory skills are close to those of adults so he is starting to be able to solve problems based on his experience.

2.2 Behavioristic Theory – B.F Skinner

This theory was driven by B.F Skinner with his book *Verbal Behavior* (1957), namely the stimulus-response (S-R) learning theory. This theory emphasizes that the process of first language acquisition is controlled from outside the child, namely by stimuli provided through the environment. According to behaviorists, children's ability to speak and understand language is obtained through stimulation from their environment. Children are considered passive recipients of environmental pressure, not having an active role in the process of developing their verbal behavior. The process of language development is mainly determined by the length of training provided by the environment and the actual ability to communicate is based on the principle of S-R (stimulus-response) relationships and the imitation-imitation process.

Behaviorists argue that children are born without any abilities. Thus, children must learn through conditioning from the environment, the imitation process, and being given reinforcement. Behaviorists explain several important factors in learning language, namely imitation, repetition, reinforcement and frequency of behavior. Skinner (1957) views language development from a stimulus-response perspective, which views thinking as an internal process. Language begins to be acquired from interactions in the environment. A child's language development is determined by the frequency and intensity of the exercises carried out. Therefore, continuous practice is very important in behavioristic language learning.

Research Method

Scientific research must be based on facts to support the truth of an object that is the target of research. This research uses qualitative methods. The objects analyzed in this research are children aged 3-5 years who are cared for by mothers who work all day long and leave their children to be looked after by babysitters or nannies. Data sources were obtained from the environment around the author's house and family members aged 0-5 years. There were 5 resource persons in this study, namely Audrey (aged 3.2 years), Agatha (aged 3.5 years), Micah (aged 3.4 years), Marvin (aged 3.1 years) and Jeatrine (aged 3.3 years). To understand the object that is the target of this science, research methods are needed, which include data collection and data study. This method aims to analyze the language development of toddlers using Skinner's behavioristic theory.

In collecting this data, the bibliographic method was applied, namely by looking for references to books or articles that were the source of the data. To obtain written data, the listening method was used (Sudaryanto, 2015) then supported by observation and interview techniques. The observation technique is a data collection technique by directly observing informants regarding the language acquisition problems of children raised by mothers who have careers so that data can be obtained in the form of a clearer and more basic assessment of the problems of this research. The interview technique is a data collection technique carried out directly with informants directed at the research problem with the aim of obtaining the data information needed in this research. Apart from that, data analysis techniques are needed with interpretation techniques as a process of simplifying data into a form that is easier to read and interpret.

Results and Discussion

From the stages of language development discussed above, it can be compared with the language acquisition of several children as sources in this study:

a. Audrey (aged 3.2 years) is the child of parents who are both busy working. His mother worked as a teacher at a national school plus a full time job and his father worked in a private company. Every day Audrey's parents are busy with work so all their attention is given to the nanny at home. Her nanny is a grandmother who works to look after Audrey as well as help with housework. This caregiver was not active in inviting Audrey to communicate. To find out Audrey's language acquisition, researchers conducted interviews and direct observations with several questions. (P = researcher, A = Audrey, M = Mama)

Q: Hello beautiful....what's your name?

A: (shut up and just stare then approach his mother.)

P: this is mom's friend, don't be afraid. What is the name?

A: (remains silent and just holds his mother's hand)

M : Who was Audrey playing with?

A : [Brother]

M: What were you playing?

A : [peda] (bicycle)

M: Oh yes...Audrey finished eating?

[Finish]

Ma...Ode neh (pointing to the glass containing tea meaning Audrey wants to drink tea)

From the results of the direct observations above, it can be concluded that at the age of 3.2 years in the pragmatic development stage, Audrey should have started to be able to carry out longer dialogues up to several turns. However, here Audrey is only able to pronounce the final words of two like words. For example: bis (run out), pis (pee), lek (bad), pek (tired), neh (tea), pek (arrived). Audrey is only able to say things like mama, papa, aunt, mami (uncle), brother fluently because these words are said quite often and are repeated every day. Apart from that, Audrey also tends to be quiet and can only lean on her mother or father even though she has been repeatedly invited to communicate and even met several times.

Based on behavioristic theory, the child's mind is a tabula rasa which will be filled with S-R associations so that repeated interactions between the child and the environment are needed so that habits are formed and success in the child's language acquisition. Therefore, it can be concluded that in Audrey's case there appears to be a lack of interaction between mother and child or caregiver and child every day. The nanny only acts as a guard whose job is to look after & organize all of Audrey's needs without any communication interaction, while the child is only left to play alone, watch television and play with gadgets so that the child hears more than he speaks. The parenting style that Audrey received from her nanny while her mother was working was not good and there was no communication interaction between the two of them. Children who are always accustomed to hearing the sound of television or YouTube are more likely to suffer from delays in language development and lag behind in brain development because they hear fewer words from their parents and speak less.

b. Agatha, is 3.5 years old, is the kid of two working-parents. Her father was an immigration officer, while her mother worked in the tax office. Agatha is left alone with a babysitter at home every day. Unlike Audrey, Agatha has a babysitter who is involved in her care and frequently asks Agatha to sing and converse with her every day.

Here the result of interviews directly with Agatha. (A = Agatha, R = Researcher)

R : Halo sayang....siapa namanya? (holding out his hand)

A : Tata (stares and shakes hands back) (Tata = Agatha)

R : Ohh Tata...ini temannya mama. Tata lagi apa?

A : Mam sama encus (eating with nurse)

R : Wah enak ya... Tata mama apa itu?

A : Mam nasi pake telur dan sop.

R : Enak ga makababysittera?

A : Enak donk

Etc..

(Agatha plays cheerfully with her babysitter and occasionally sings while eating.)

Based on this firsthand observation, Agatha and Audrey are about at the same stage of pragmatic development. However, Agatha is able to talk clearly and engage in longer conversations, while Audrey is at the stage of syntactic development where she can combine two words to form sentences. In addition, Agatha is frequently heard using the word "dong". It turned out that her father often said this word when she was interacting with her and it turned out that she imitated the word, despite the fact that Agatha would not know the meaning if she asked.

This demonstrates how environmental interactions have a significant impact on children's language development. This exchange is done time and time again in order to form a habit. Agatha's language development has benefited greatly from her babysitter, who frequently asks her questions, performs songs, and reads books to her. During her mother's employment, Agatha's babysitter used a very effective,

two-way parenting technique. Both of them were active, which helped Agatha grow her vocabulary daily and have the confidence to speak with others without feeling awkward or scared.

c. Mikha, is 3 years old, is the kid of working parents. Her father was a contractor, and her mother was employed by the state government. Mikha is given to her grandparents every day at home. Mikha spends more time at home and has less social acclimatization to her surroundings. Mikha likes to play by herself, watch TV, or browse through electronics.

When researchers met Mikha, she cried and did not want to be separated from his grandmother, whose mother was still working at that time. She only stays quiet when held by her mother, grandmother or grandfather. From the results of these observations, researchers saw that Mikha is almost the same as Audrey at her current age, she is not yet able to dialogue with other people and only pronounces the endings of two syllables and is accustomed to using baby language such as *mik* (*mimik* = drink), *a'a* (*makan* = eat), *bobok* (*tidur* = sleep), *cucu* (*susu*= milk), *nek* (*nenek* = grandmother), *bang* (*abang* = brother), *te* (*tante* = aunt), *dak* (*tidak* = no), *ton* (*nonton* = watch). Family members let Mikha use these words so that Mikha always uses this habit. Mikha's socialization is very poor, it is proven that when she is taken out of the house, she is mostly silent and never utters a word and when she meets other people, she is afraid and cries holding her mother, grandfather or grandmother.

This supports the behaviorist hypothesis, which holds that learning for behaviorists is the process of frequently forming associative connections between stimuli and responses in order to create habits. Mikha responded to the words that her family members taught her, and they were repeated (without the family members' objection) until Mikha developed the habit of uttering them. Mikha's upbringing under a bad and inactive parenting style was mostly influenced by her grandparents' care for her while her mother was at work. Mikha's language development has suffered due to a lack of family interaction, namely the refusal to

engage in conversation. Here, Mikha needs grandparents and fathers who actively engage her in conversation while providing for her in order to expand his vocabulary and improve her performance and competency.

d. Marvin, is 3.1 years old, is the child of two employed parents. His father was a police officer, while his mother was employed by a private bank. Bill is left at home with his babysitter every day. They reside in a police dormitory where it is frequently yell at one another. Marvin is categorized as a hyperactive child, which means that he always causes trouble when he gets together with friends his own age by punching or using foul language, making many of his peers fearful when Marvin shows up to play.

Here the results of interviews directly with Marvin (R = Researcher, M = Marvin F = Marvin's friend) :

R : Hai Vin, apa kabar? (greeted while trying to hug him)

M : hai kakak Evi. (hugged the researcher tightly)

Marvin ada mobil (showing off his new toy car)

R : Waaahh..keren sekali. Baru ya?

M : iya. Semalam Marvin sama mama, sama papa sama mbak pergi Centre Point.

R : oh iya? Trus Marvin ngapain disana?

M : beli ini, main, makan.

R : jadi kakak boleh pinjem ga mobilannya?

M : gaaakk. Marvin mau main.

Then Marvin went to play with his friends.

M : papa Marvin beli ini (showing his toys to his friends)

F : papaku beli ini (his friend also showed him his toy)

M : Awas...ini punya Marvin. Bukan gitu mainnya bodoh (while hitting his friend's head)

R : Marvin...apa itu? Ga boleh ngomong gitu. Sayang temennya ya..

M : Mmmm (angry while throwing his toys).

etc

From this observation, can be seen that Marvin is able to communicate effectively and comprehends the subject matter being covered. Marvin can pronounce every word in his vocabulary with ease, however he finds it a little hard to pronounce his own name. He also has a huge vocabulary. However, Marvin's babysitter did not practice effective parenting because whenever Marvin used harsh language, the babysitter would simply chuckle, keeping Marvin unaware that what he was doing was wrong. Marvin's imitative tendencies are a result of environmental influences in the household, such as people who use foul language and behave aggressively, such punching, and his father's agitated behavior. Marvin becomes easily agitated and even punches his friend whenever someone treats him in a way that he dislikes. Marvin's parents or the babysitter need to pay notice to this and appropriately explain it to him, or else it will become ingrained in him and negatively affect his future mental and verbal development.

e. Jeatrine, is 3.7 years old, has two working parents. Every day Jeatrine is left at home with her babysitter because her parents, who own a gold shop in Medan, are too busy with their business. Her babysitter enjoys telling jokes, reading children's books, and frequently brings Jeatrine to meet people that are similar to her age around their house. Jeatrine's babysitter always treated her like royalty.

Here the results of interviews directly with Jeatrine: (R= Researcher, J=Jeatrine, N=Babysitter)

R : Halo Jeatrine..

J : Halo juga kak (answered with a smile)

R : Jeatrine mau kemana?

J : mau jalan-jalan sama mbak neneng.

R : loh..mama dan papa mana?

J : mama dan papa di toko. Pulangnya malam.

R : oh gitu,,jadi kalau mama dan papa ga di rumah, Jeatrine ngapain aja?

J : sama mbak nonton, main, naik sepeda.

Suddenly a small child Jeatrine's age fell, she immediately ran and helped the child.

J : Jeatrine siapa yang ajari nolong orang?

R : Mbak.

Mbak bilang harus tolong orang kalau jatuh.

While communicating, the three of us crossed the road, then :

N : kalau kita mau nyebrang harus gimana dek?

J : lihat kanan kiri dulu.

N : bole lari ga dek?

J : ga bole nanti jatuh.

etc

Direct observation reveals that Jeatrine has a good command of spoken language, as evidenced by her ability to comprehend and respond to questions as well as her ability to string together two or three words to form sentences. Since Jeatrine frequently spoke with her nanny, sang and heard stories read aloud from story books, the parenting style of Jeatrine's babysitter had a positive effect on Jeatrine's language development. Jeatrine performs well as well, being kind, sympathetic, and amiable. Jeatrine doesn't seem to be afraid, conceited, or impolite. Naturally, the everyday care provided by the babysitter while Jeatrine's parents are at work outside, has an impact on this. As a result, Jeatrine's babysitter's parenting approach is consistent with behaviorist theory, which holds that interactions in a child's environment affect language development and, if consistent, provide positive reinforcement, both of which have an impact on Jeatrine's mental development as she matures later.

This examination of the linguistic development of young children under the care of working moms, ages 0 to 5, deviates from a number of field-observed facts. Young children (0–5) who are consistently spoken to in a kind, gentle, and smooth manner will develop good personalities. This means that they will mimic their foster parents' good behavior, which means that their speech acts will not differ much and will always follow a nice flow. Children between the ages of 0 and 5 frequently use coarse and derogatory language when speaking, but their foster parents never object—instead, they grin or praise the child for using such language. Kids are free to speak in any language that comes naturally to them, even if it's not good language, so long as they believe it to be the right language.

However, interactions and communication circumstances that are creative, inventive, balanced, and appropriate for the child's developmental stage will foster positive language skills development in the children. Stated differently, language acquisition is not left to happen naturally; rather, it is deliberately designed to provide children with a wide range of positive stimuli. By doing this, it is believed that children will not have any trouble starting the language learning process and eventually develop into proficient language users.

Parents serve as identifying figures for kids. Consequently, it is not unexpected if children follow in their parents' footsteps (Fachrozi and Diem, 2005: 147). Children will mimic whatever that they learn from their family and surroundings as a source of fresh information, regardless of how good the information is. Their newfound awareness is based on the impression of their parents as a treasure of information, which means that they view everything their parents do as admirable. The concept of a child's own language acquisition is kept in their mind, regardless of the language they learn from their parents and surroundings.

This demonstrates how children pay great attention to and attempt to emulate their parents' use of the mother tongue in the home. Kids mimic all they see around them. According to Brown (in Indrawati and Oktariana 2005:24), the behavioristic external position holds that infants are pure white at birth. This statement offers a plausible explanation for how a child's exposure to poor language, particularly oral speech, within their family will serve as a positive reinforcement for the acquisition of a first language (L1), which serves as the foundation for a child's eventual acceptance of the presence of second language acquisition.

From the moment of birth, family is the first place where a child receives education. Children start using gestures, tears, and smiles to communicate with those closest to them—their mother, father, and other family members. This term indicates that, in accordance with their want, the child requires something. Mothers are the most adept at deciphering the language of their children. When a mother breastfeeds or tucks their child into bed, her sensitivity is evident. This is the process via which language sounds are generated and realized in one-, two-, or more-word sentences. Parental communication is a major factor in the development of children's speaking abilities. When the child starts the playground group's early learning activities, this will be evidently evident in their life path. Around this age, kids start interacting with friends their own age, but most of the time, the conversation stops because the kid stays quiet and lacks the confidence to share

stories or engage in conversation with his peers. Feelings of unfamiliarity with persons they have recently met are the source of this circumstance.

Numerous elements foster children's development of simple sentence-based speech. Using stories that their kids are interested in is a crucial tool parents may use to help their kids learn to talk. Time must be set up for parents and kids to spend together and communicate. With all of its advancements, the contemporary world can be harmful to kids if parents don't raise them appropriately. This is where morally uplifting stories play a crucial part in promoting healthy development in kids by modeling behavior after the characters in stories that parents tell them. Therefore, parents or other adults who provide guidance to the child must choose stories carefully and wisely in order to help them develop their speaking skills.

Parents have a critical role in helping their children learn to communicate by telling them stories they enjoy. These narratives, which might take the shape of fairy tales, can impart moral lessons that help shape kids' identities. Children will find these stories interesting to hear and will be able to retell them in their own words. Additionally, school channels can be utilized to enhance the speaking abilities of children who have received training in interacting with their parents. The situation of mothers juggling a career and raising children, which necessitates leaving kids at home with babysitter, has undoubtedly affected how intensely kids and mothers connect. But in this instance, language development help is crucial. Children benefit when there is active support in engaging the child in conversation, asking questions, and prioritizing interactive language over directive language. Language development is not just about rewarding perfect speech and mimicking speakers. Consequently, when children and their babysitter engages in conversation, the child is prepared to learn language. In this situation, foster parents who actively encourage communication with their children are essential.

It is crucial for parents in particular and educators in general to learn about and comprehend the phases of a child's physical and mental development. This is significant because the early experiences that children receive from their parents

and teachers have a lasting impact on the child's future, particularly with regard to language and communication development. Both the mother and the child's babysitter must practice comprehensive parenting in order to foster the development of the child's language.

Conclusion

Based on the discussion above, it can be concluded that the mother's parenting style and the child's language development are mutually binding aspects between the two, namely that a positive parenting style will have a significant impact on the child's language acquisition and development, and vice versa. Because toddlers learn language by imitation, behaviorist theory holds that a child's language acquisition is heavily influenced by the language used around them or by their surroundings. Put another way, a child's language environment has a significant impact on their language acquisition process. Parents ought to play a significant part in their children's language development. A child's language skills will benefit from interactions and communication settings created by a creative, inventive, balanced, and developmental stage-appropriate parenting style. Stated differently, language acquisition is not left to happen naturally; rather, it is deliberately designed to provide children with a wide range of positive stimuli. The success of a child in acquiring language is determined by the interaction element as a form of stimuli. However, given the present trend of career moms in large cities, language development help is essential when children must be left at home with babysitter. In this situation, communication between the kids and their babysitter is crucial. When babysitter actively engage their children in conversation, ask them questions, and emphasize interactive language, it will help the children acquire language. Aside from that, a child's language development process greatly benefits from the provision of educational infrastructure and resources in the home. Children have an innate curiosity that drives them to try new things and learn everything. The child's behaviour will alter in response to stimulation. The way parents provide stimulation will be framed by how their child thinks, acts, and speaks. Parents should provide their children positive reinforcement if they wish to speak politely. Every action that

takes place in the family setting is a continuous, periodic sequence of acquisition processes. In this instance, parents play a key role as the primary controllers of their children's language development through instructional parenting.

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