Instilling Communication Skill Through a Cultural Literacy

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Abstract

Children born in the 21st century are required to be critical-minded, creative, communicative and able to collaborate because the 21st century is a digital century where everything uses technology and information systems. This requires parents to be media literate to keep up with the times but unfortunately not all parents are media literate which results in not all children being able to develop abilities according to the needs of this digital century. This article tries to review the relationship between the cultivation of literacy culture and the development of children's communication skills taken from the results of a case study of one of the students in the Playgroup class of PAUD Kuncup Melati Pandan Badas Kediri.

Keywords: Communication Skills, Literacy Culture, Digital Age

1. INTRODUCTION

Children's first school or madrasah is at home, implying that parents are their first teachers. This rule of parents as the first teacher for children applies by nature, meaning that parents have no other choice but to carry out their duties as educators of the children they give birth to. Therefore, household harmony contributes greatly to the success of education in the family. In fact, if a family is damaged, the first victims are the children, not the parents. Children who are victims of family breakdown in later development will be difficult to educate because their souls are shaken either as a result of unwanted births or because the physical and social environment does not support optimal growth and development of children. The above is one of the obstacles for PAUD educators to develop their body, mind, and spirit. Therefore, if an ECD center is to be effective, strengthening parents is non-negotiable. Other reinforcements that need to be made by an ECD center include collaborating with health institutions, nutritionists, neighborhoods, and communities (Nuria & Anam, 2022). Children who live and interact in a social environment, whether in the family, school and play environment, will indirectly affect the social-emotional, intellectual, moral and spiritual development of the child. Therefore, a PAUD teacher is expected to be able to

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understand the child's condition properly and correctly so that the school can continue the role of parents when at school while parents can continue the school program at home, thus between school and home have a common program in developing children's potential according to age stages (Mustakim et al., 2021).

However, every family has a different background and therefore has a different approach in dealing with their children. But in general, almost all parents try to do the best for their children even though they often do not know the positive and negative impacts of their parenting patterns on their children's development. Along with the development of perceptual and cognitive abilities during infancy, these two abilities also pave the way for the development of the extraordinary human ability of language. From birth, babies begin to pay selective attention to their parents' voices when they are talking and soon learn how to communicate through basic body movements such as the sucking reflex, returning their mother's embrace, turning their heads when called and crying when hungry or relieved. Usually by the age of one, they can recognize a few words and use them to express their needs and emotions. But in reality, not everyone is lucky to have normal language development according to their developmental tasks. Some children have impaired language development and have to use body language to communicate. Children with communication impairments struggle to produce sounds when speaking, use speech language, or interpret other people's speech.

2.   LITERATURE REVIEW

In this article, the researcher will review the case of language development delays and barriers in one of the researcher's students and the application of several approaches, one of which is the literacy approach to improve and enhance the language and social development of students in the institution where the researcher teaches.

2.1. Communication Skills

According to Jatnika (Jatnika, 2019), implementing literacy culture in schools necessitates support from infrastructure, communities, and parents. Junalia (Junalia et al., 2020) also said that self-efficacy in school-aged children relates to their belief in their own intellectual, social, and emotional abilities, which determines their behavior. Self-efficacy plays a crucial role in a child's psychological development. Parents have an important influence in the formation and growth of self-efficacy in school-aged children by communicating with them. Ferdiana (Ferdiana, 2023) explained that Abnormalities in brain and speech function can impact both productive and receptive language skills, contributing to language disorders.

2.2. A Cultural Literacy

A literature review shows some works in relation to the research problem being investigated. Hudhana and Ariyana (Hudhana & Ariyana, 2018) explained that Parents should not only supply fairy tale books to their children, but also participate in literacy activities such as storytelling to enhance their relationship, supervise children, provide understanding when needed, and assist them in mastering their mother tongue. Storytelling activities can also help youngsters learn their mother tongue, which is the language they use to communicate with their moms. Whereas Mardliyah (Mardliyah, 2019) stated that literacy culture is vital in developing critical thinking abilities and

equipping individuals for modern-day difficulties. A cultural literature as said by Sunarwan (Sunarwan, 2017), it involves not just reading and writing skills, but also critical thinking, problem solving, effective communication, and active participation in society. The notion goes beyond standard literacy to include cultural literacy, which entails comprehending national and local cultural products and values.

2.3. Digital Age

Salehudin (Salehudin, 2020) said that parents should not only read fairy tales to their children, but also participate in literacy activities like storytelling to enhance their relationship, supervise children, provide understanding when appropriate, and help them grasp their mother tongue. Storytelling activities can also be used to help youngsters learn their mother tongue, which is the language they use to communicate with their moms. Meanwhile media literacy, particularly television literacy, according to Anwas (Anwas, 2022) is equally critical in today's media-saturated world. It entails the ability to choose, analyze, and respond to television broadcasts in a healthy and appropriate manner. Fostering a literacy culture is critical for mitigating the negative effects and maximizing the benefits of media as educational and informative tools. Recent studies have examined the use of gadgets among young children in Indonesia. Research indicates that while gadgets can potentially support learning (Salis Hijriyani & Astuti, 2020). Excessive use without parental control can have negative effects (Hadi & Sumardi, 2023). Experts recommend that parents set good examples, limit gadget use, and encourage activities that stimulate child development without relying on gadgets, especially during the crucial developmental period of ages 0-6 (Yuyuk et al., 2023).

3. METHODS

The subject of this research is one of the students in the Playgroup class, the age at the time of this research was three years and five. The child is one of the researcher's students in the play group who has a delay in language or communication. At the age of three years in general, children are fluent in speaking and have begun to be able to communicate, can answer simple questions even though sometimes children their age are not able to answer correctly but they are able to understand a word, able to distinguish a question, command and greeting. Actually, the child is a smart child he is a smart imitator but because of improper parenting, the child becomes a child who is late or has obstacles in communicating and causing obstacles in his social-emotional development. At the beginning of the new school year the child was a shy child just like other children who still had to adapt to the new environment. He did not respond at all to the learning atmosphere; when his friends answered the teacher's questions, he was just silent; when his friends listened to the story, he was just silent; when his friends were busy singing, he was just silent; when his friends were busy playing, he was just silent on his mother's lap. This kind of thing lasted for two weeks. The problem faced by the child fits the criteria of expressive language disorder, which is a disorder that occurs when a person establishes communication characterized by the inability to express his feelings or ideas, even though his speech understanding is normal (not impaired).

This study is action research consisting of three teaching stages, namely the planning stage, the instruction stage and the evaluation stage (Coghlan & Brydon-Miller, 2014). Each stage consists of the same three cycles of look, think and act. Look means collecting information from both the subject's parents and the surrounding environment, while think means reflecting and analyzing the information obtained previously and finally act means planning, implementing and evaluating the learning outcomes. The first stage is planning, in this case the researcher reviews information and sources of information, selects and manages information then formulates it in the form of a learning plan that is applied for several weeks. The second stage is the provision of action, in this case the researcher makes activities and observes the subject's response, reflects it into the learning process and activities and provides feedback and additional information related to the learning activities applied to the subject. The last stage is evaluation, in this stage the researcher reviews the final results of the actions given to the subject. Researchers review changes in the subject's behavior and identify the level of success, strengths, weaknesses and challenges of providing this action. Planning the next action if it is considered a failure and or planning the next program to optimize the development of the subject's abilities.

4. RESULTS

Children's language development actually follows a series of specific stages, although the speed of mastery of each stage varies from child to child. This normal variation in development actually makes it difficult to make predictions. For example, a child who is identified as having problems communicating early on is unlikely to have major learning problems later in life. An example that we can find is a child who when he wants something always points and makes unclear sounds, but the parents immediately understand that the child is asking for more milk or signaling that he wants to urinate. From an early age until about 3 years or so, many children communicate in this way and parents play a big role in encouraging the child to use words, and stopping the use of non-verbal communication (body language), so that the child can eventually use appropriate language and abandon non-verbal language (Laely et al., 2017). On the other hand, despite sufficient stimulation of the use of verbal examples and appropriate language for each action or situation, some children still fail to develop some areas of speech and language, and eventually experience difficulties at school. This developmental relationship makes communication disorders research closely related to understanding and treating learning problems.

Language skills in children with expressive language disorder vary from one to another, depending on the severity of the disorder and the age of the child. Usually almost all children with this disorder start speaking at a late age and speech development is slow. Their vocabulary is limited, with short words and simple grammatical structures, as evidenced by the responses provided by the subject of this study. Expressive language disorder must be distinguished from the neighboring disorder of receptive language disorder (Pratiwi et al., 2020). A person is said to have a receptive language disorder when they have difficulty in understanding some aspects of speech. Children with this disease have adequate hearing but are unable to understand particular sounds, words, or sentences. People with this illness have trouble

comprehending particular sections of words or statements, such as "if-then" sentences. In some severe situations, the child is incapable of comprehending basic language or simple words, and they may also have an inability to process sounds, symbols, storage, recall and sequencing through auditory processing. Lack of understanding of this disorder leads people to view children as inattentive or disobedient, and people often diagnose children with this disorder incorrectly. How much does the home environment contribute to the likelihood of communication disorders? Is it true that some parents fail to set an appropriate example in providing language stimulation to their children? Because parents play a very important role in their child's development. The way parents talk to their children varies, parents change the way they talk to their children depending on the child's ability. When children speak using simple words consisting of two or three words in a sentence, parents adjust their speech accordingly.

After seeing the attitude of this research subject who was very quiet, the researcher was curious whether he was also quiet at home, whether he felt uncomfortable at school, whether he was shy, then the researcher tried to ask the child's habit at home to his mother. From the results of the interview, it was found that it turned out that when at home the subject was often fussy when he was in a new environment and met many people. The subject has never made friends with anyone even though his parents often include him in socio-religious activities in his neighborhood such as reciting the *Qur'an* and playing (Nurhayati & Ulfah, 2017). Likewise, when gathering with his siblings, he prefers to be alone and tends to hang out with only one person. In addition, from the results of interviews with his parents, it was also found that he often repeats questions from people he just met and often ignores questions addressed to him, tends to be silent and prefers to play gadgets without assistance from his parents. His obsession with gadgets causes his emotions to become unstable and angry if he is not permitted to play with his device. What he watches is replicated by the subject, which is then mirrored in the communication patterns that the subject develops with his social surroundings. Based on the findings of the interview, the researcher attempted to propose a solution in which the child's parents participate in the development of the child's communication skills while also actively monitoring the child's play environment, for example, by reading bedtime stories about the importance of living together with siblings and friends, as well as stories about the meaning of togetherness in life.

The same thing was also done when the child was at school either during learning activities or during recess. Furthermore, the researcher also suggested that assistance be provided when the child was watching YouTube and made small questions related to the video the child was watching. This is intended to build the habit of two-way communication. Another pattern of building two-way communication is by inviting children to get to know the surrounding environment, both the physical environment and the social environment. The communication pattern that is built is not much different from the assistance when watching videos on YouTube (Salehudin, 2020). Parents are asked to ask small questions when the child has finished doing something in their new environment or ask the child to tell what they have just seen or done when they are in their new environment. This is so that children can distinguish between questions and commands. Because the time researchers have at PAUD institutions is very limited, researchers take a special approach during recess, and take a general

approach during the learning process. In dealing with the problem of communication barriers in this child, the researcher uses two approaches, namely the general approach and the special approach.

4.1 General Approach

This general approach is the same as what pre-school teachers do in general when conducting learning through various methods.

4.1.1 Storytelling method

When researchers use the storytelling method to attract or stimulate interest and other children, researchers replace the names of the original characters in the story with names, or the names of other children (friends or family). The results are quite clear that the researcher's students get concentrated on listening to the narrative and they show a pleasant mood and like the story, so that the content of the story and the message that the researcher wishes to deliver are readily acquired by the children. He also has shown a little happy expression when called by name, although he still shows his expression with a shy smile, and when in the story is a good and funny character and gets a lot of praise, responds with a smile while blushing. As this method is very effective and researchers consider it very successful in the implementation of learning, researchers often use it in the learning process (Hudhana & Ariyana, 2018).

4.1.2 Method of playing while naming objects

Researchers use this method during learning with the aim of training children to concentrate, training children to speak fluently, training children to be responsive to the surrounding environment, training children to think creatively. Researchers employ the practice of playing while discussing objects to help children remember the names of objects and their uses. When researchers use this method, researchers more often change the names of objects with the names of research students, names, names of family members, names of friends, names of favorite fruits or animals, etc. with the aim that research students have a big soul, feel valued by being called by name, as evidenced by various expressions (smiles) from children who are being named, children also feel that they are characters or actors in the game, and because children believe.

In this method, at first, he only responded with a smile over time, she was able to say her own name, the name of her parents, the name of her closest family, the names of her school friends and the names of her playmates at home. Starting from imitating (repeating) saying the names of objects, etc., to being able to speak fluently and being able to distinguish between commands and questions.

4.1.3 Through educational learning media (APE)

Educational learning media (APE) is one of the most effective media used by all PAUD teachers in carrying out learning, this media can be obtained from purchases, donations or creative work of teachers. Through APE researchers can stimulate their students to be smooth in speaking, socializing, interacting, and thinking creatively. Researchers use color APE, blocks, pictures or shapes of various fruits, animals, transportation equipment, household appliances, etc., as materials to ask questions or interfere with research students (Nafi'ah & Amelia, 2023). From color blocks, researchers can ask the colors that children like, the same color as the child's clothes/bag/seat, etc. From pictures/miniatures of fruit, researchers can ask about the colors that children like. From fruit pictures/miniatures, the researcher can ask the child's favorite fruit, how the fruit tastes, what color it is, which fruit is the same as the

one grown at home, how the child's experience of eating/buying fruit, etc. From animal shapes/miniatures, researchers can ask how animals sound, how to care for and love them, who created them, which animals can be used as pets, which animals are wild, which animals can be eaten and which cannot be eaten, etc. From transport and household tools, researchers can ask the name and use of the tool, how to use and care for it, who made it, how the child experiences using the tool, and so on (Rahmani & Setiyatna, 2024).

In learning using the APE media, researchers often focus on, not that other research students do not get attention, but because some of them have delays in speaking, researchers interact more with, At first it was still silent, but later began to answer every researcher asking questions even though sometimes the answers were still not appropriate but he had shown a developing attitude he was able to interact, over time he was able to tell about his experiences playing at home with his mother and siblings.

4.2 Specific Approach

After knowing the condition, the researcher took a special approach at break time, if at first during the break only quietly looked at his friends who were busy playing in the playground, or quietly on his mother's lap, the researcher approached and played beside in between the researcher playing and chatting with his mother, the researcher asked several questions about his condition today, the incident at home, and so on. At first until almost a week never responded to the questions the researcher asked, either because the researcher's questions were not interesting, or indeed could not interact with the researcher. The following week during the break, the researcher approached and invited to talk, deliberately at that time, the researcher brought some of the researcher's child's toys at home, which the researcher put in the researcher's bag, then the researcher began to show one by one the contents of the researcher's bag while telling about the researcher's child's penchant for playing with the objects that the researcher brought, then began to talk if he also had toys like that, After the story was finished and the researcher's efforts were acknowledged, the researcher requested that the contents of the bag be taken out and that the name of the product inside, its usage, image and color, who bought it, and where it was purchased be mentioned. The researcher's approach was well received; feeling that the researcher was a friend, he wanted to reveal the contents of his bag and give the name, even though he was occasionally unsure of the name of the object in his bag.

The following week the researcher invited a friend who was fluent in speaking, and who had a good social spirit, to come play with the researcher and when the break arrived, with the intention and purpose of being able to interact with his peers. At the break the researcher began to invite and his friend to listen to the researcher's story, not forgetting that in the story the researcher slipped a funny story, as well as various questions that the researcher asked and his friend in turn. At first, he was still reluctant to answer the researcher's questions, then he began to answer the researcher's questions by copying the answers of his friends, then he began to be able to answer on his own, even though the answers were not always correct, and with the help of his friends who were very active in speaking, and often the researcher missed the researcher's questions with the aim of making the atmosphere fun, finally began to actively answer and began

to be, this method also succeeded in motivating and stimulating him to be able to speak smoothly, be able to interact with teachers and peers, because the researchers considered it successful, the researchers often repeated this method during breaks.

The following week when learning about instilling attitudes about sharing with others, The researcher invited the researcher's students to buy some snacks in the school canteen for those who did not bring lunch, and coincidentally at that time also did not bring snacks, at that time confused about what to buy, then he decided to buy the same as that bought by his friend who was lined up near him, when sharing food together, showed an attitude that could not, he did not want to share, he also wasn't interested in eating the food he bought, finally after the break. It turned out that he gave the answer that he did not want to share his food and did not want to be given food and did not want to eat his food earlier because he actually did not want to buy the food, he wanted to buy other food, but because his friend did not buy it, so he did not dare to buy it, hearing the answer earlier the researcher and his mother then gave an exertion that if you buy something you don't have to follow your friends, if you buy it according to our wish. Through various approaches and various methods that researchers use, He has now grown and developed like other children, he can now speak fluently, he has become a cheerful child, he has also become a very smart child, and has been able to socialize with the environment well.

5. DISCUSSION

The general and specific approaches applied by researchers are part of the scientific approach. A learning approach that will foster children's thinking skills or better known as a scientific approach (Yuyuk et al., 2023), which outlines that early childhood learns in 4 ways, namely:
  a. Learning gradually, in this case children learn based on their level of thinking maturity, learning from concrete to abstract and utilizing all five senses to explore their natural and social environment,
  b. Distinctive thinking, in this case the child gets the source of his/her experiences, be it sensory, language, cultural, social and mass media experiences from his/her physical and social environment,
  c. Learning in various ways, where children like to experiment with objects around them,
  d. Learning when socializing, well-developed interaction patterns will be able to develop 6 (six) aspects of early childhood development.

The method of storytelling, play and through APE is also an AUD learning principle listed in the 2013 curriculum. There are 10 principles of AUD learning which include learning through play, oriented to child development, oriented to the needs of the whole child, child-centered active learning, oriented to character development, oriented to the development of life skills, conducive environment, democratic learning and using various media and learning resources.

Related to literacy culture as a medium for developing early childhood communication skills, researchers were inspired by the government's recommendation on the National Movement of Parents Reading Books (GERNAS BAKU) which was held simultaneously on 5 May 2018. The literacy culture movement that is implemented is not only in the form of reading books but also providing assistance to early childhood

so that they are able to master multiliteracies, one of which is culture and citizenship. because one of the goals of this movement is to strengthen the social-emotional relationship between children and parents and this can be built if there is optimal two-way communication. The development of early childhood communication skills is not only applied by parents to children, but also applied by PAUD institutions and communities or the environment where children live. The storytelling method is one example that can be applied at home while in PAUD institutions and or communities can carry out other supporting activities as researchers do, namely through play methods and the use of APE media in accordance with the age stages of child development. This storytelling method has similarities with the KWL Plus method. In the application of KWL Plus, children are given stimulation before reading the story, the stimulation is in the form of questions related to the content of the story then after the story is read the child is asked to retell, it using relaxed language and with a few questions as a guide. Likewise, when the child's parents provide assistance when the child is watching a video and when inviting the child to visit a new environment and meet new people, this method has similarities with the ReQAR method. The ReQAR method is widely used for children who have good intellectual abilities but have difficulty in expressing them both orally and in writing. This method gives children the opportunity to make observations of everything in the surrounding environment and let children feel comfortable first, then parents and teachers ask questions related to the child's observations. Indirectly, the questions asked by both parents and teachers have built two-way communication, and children also realize that reading sources can come from anywhere. Cultivating a literacy culture that is able to build communication skills can also be done anywhere and anytime depending on the level of ability and needs of the child (Yuniarto & Yudha, 2021).

Providing action through a special approach by taking into account the level of ability and needs of children is in accordance with the theory proposed by Lev Vygotsky. Lev Vygotsky with his Sociocultural theory states that mental, language, and social development are supported and enhanced by others through dynamic and interactive social interactions (Pratiwi et al., 2020). According to Vygotsky, when children interact with adults around them and cooperate with their peers, the child's mental, language and social development processes will be awakened. The awakening of the development process can be obtained from the results and learning process. In this case, educators and parents are expected to be able to provide quality and enjoyable learning activities for children. By positioning themselves as friends or mentors while providing actions, there will be plenty of time to encourage, provide instructions, determine learning resources and monitor the level of children's progress. The development of early childhood communication skills through the cultivation of a fun and interactive literacy culture is able to overcome expressive language disorders as they occur. Expressive language disorders and other similar communication disorders are fortunately disorders that can be corrected by the child independently over time by the age of 6 years, without the need for special intervention or treatment. Nonetheless, parents are encouraged to seek help in understanding their child's speech delay and ensure that they are doing all they can to stimulate their child's language development starting with exploring their child's interests and then using them to develop their child's abilities.

In early childhood, instilling a culture of literacy itself must be done by paying attention to aspects of interest and aspects of tendency towards literacy, not just focusing on basic reading and writing skills (Sumiati, 2020). The importance of knowing the aptitude, interest and inclination towards literacy will make it easier for parents and teachers to foster the habit of reading and writing because by knowing these three things, parents and teachers will automatically be able to direct children to get the right books, the right ideas that can encourage and involve them in finding fun learning that will be applied for the rest of their lives. The cultivation of this literacy culture can be developed through short questions related to how they develop their literacy skills whether through reading books, through digital books and so on. By knowing the types and sources of literacy that children are interested in, parents and teachers will easily find methods or techniques to develop children's communication skills (Sinta et al., 2024). The general approach and the special approach to developing children's communication skills through storytelling, play and the use of APE will not go according to the stages if parents and teachers cannot create a pleasant atmosphere in every application of their actions. That is what is meant by the importance of observing and conditioning before taking an action because the essence of cultivating literacy is to first instill the message that reading and writing is not a boring activity. When children discover that reading (storytelling) and writing (playing) are fun, they will automatically open up to the environment and be willing to exchange ideas (establish two-way communication) through small questions about their activities, be it activities when observing, watching or playing.

6. CONCLUSION

Parenting has a big influence on children's growth and development, because if in a family parents provide the wrong care or poor habituation, it will result in less-than-optimal child development. Parents and teachers must be able to establish a good or harmonious relationship with all students, to facilitate educational goals and to create a sense of security for students because a good relationship with parents of students will facilitate the achievement of educational goals and make it easier to convey all forms of information, both diagnostic results and reports on the success of children in accordance with the stages of child development to parents. So that if at any time a problem is found related to child growth and development, the teacher educator and the child's parents can immediately handle it and take action according to the child's abilities and needs. All the success achieved by PAUD teachers in educating and overcoming child development problems is inseparable from good cooperation between teachers and parents. Likewise, the development of children's communication skills through the cultivation of literacy culture will not show success without the hard work of teachers and parents and consistency in its application both at home and at school.

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