

Analysis of Suspense Types in Narrative Texts by Third-Semester Students at HKBP Nommensen University

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ABSTRACT

This research examines third semester students' narrative writing with tension in the English Language Education Program at HKBP Nommensen Pematangsiantar University. This research sought students' perspectives on how they integrate tension in narratives – especially situational, psychological, and anticipatory elements. This research uses a qualitative strategy that examines 40 narrative texts to determine the type of tension and its occurrence as well as its level of significance. The results showed that anticipatory tension was the most common type, followed by situational, conflict-based, and psychological tension. This research also expands the scope of the discipline of narrative writing, especially creative story pieces to be included in curriculum activities for students.

A. Introduction

Language acquisition is a remarkable aspect of human development, occurring swiftly during the early years of life. Children progress through various structures and sounds that form the foundation of their communication skills. Speech and language development are crucial parts of growth and generally follow a specific pattern. As noted by Carstairs-McCarthy (2002:13), language learning begins at birth, marking the start of how humans acquire speech. The first three years of life are critical for speech and language learning due to rapid brain development. This period is essential as it establishes the groundwork for future communication skills. Children learn to communicate by interacting with their environment, which is rich in visual and auditory stimuli and the languages spoken by others.

As children's language skills evolve, they often make speech errors, which are a normal part of learning as they begin to categorize the sounds that form words in their language. However, some children face challenges, such as phonological errors, that can impede their language development. While these errors are typical during early development, they can become problematic if they persist beyond the usual age of phonological maturity. Dr. Jane Smith (2020), a leading speech-language pathologist, states that phonological errors in young children "offer insight into the complex workings of the developing brain; they are more than just obstacles to language development." Phonemes are the smallest sound units that can convey contrasting meanings. For instance, in Indonesian, /h/ is a phoneme because it distinguishes the meanings of "must" and "currently"; similarly, /b/ and /p/ are different phonemes representing "father" and "papa" respectively, as described by Kridalaksana (2008:62). According to Trask (1998:168), phonemes like /k/, /t/, and /ae/ are the smallest sound units in a language.

Dr. Smith emphasizes that children between the ages of three and six are at a crucial stage in their language development, where timely intervention can significantly influence their progress. Often, loudspeakers for children under five are misused, and pronunciation issues can lead officials to hesitate in verifying the meaning received by older children. By ages five or six, most children have mastered the majority of speech sounds and no longer make frequent errors. Recent studies show that language impairment affects up to 10% of preschool-aged children, indicating that language issues are fairly common in this age group. These problems are often influenced by environmental, genetic, and social factors, with parental involvement playing a critical role. The communication teaching styles of parents, ranging from directive to responsive, significantly impact a child's phonological development. Despite this, some children may still experience difficulties and be diagnosed with speech disorders such as apraxia of speech or developmental language disorder (DLD), which hinder their ability

to form words correctly. Intellectual disabilities can also cause delays in speech development due to difficulties in socializing with the environment. Dr. Smith (2020) states, "Parents are a child's first teacher, and the patterns they establish in early communication can determine success or difficulty in language acquisition." This study examines phonological errors in children with language difficulties within a specific age group, highlighting the influence of parental communication teaching methods. The research aims to enhance understanding of language acquisition challenges and offer guidance for effective parental involvement in early language intervention by exploring the complex relationship between phonological development and parental interactions.

B. Content of Literature Review

Research in developmental psychology, linguistics, and speech-language pathology has extensively studied phonological abnormalities in children with language impairments. This literature review summarizes key findings from previous research, focusing on the types and frequency of phonological errors, the impact of parental involvement on language learning, and various parental communication teaching methods.

Prevalence and Nature of Phonological Errors

Phonological errors are mistakes in the production or use of speech sounds and are a normal part of language development in children. As children learn to speak, they often experiment with sounds and may not always produce them correctly. These errors are considered typical in the learning process. However, persistent errors beyond the expected age range can indicate more serious language issues that require intervention. Studies by Goldstein (2017) and Liu et al. (2019) categorize these phonological errors into four main types:

- Substitutions: Replacing one sound with another, such as saying "wabbit" instead of "rabbit."
- Omissions: Omitting a sound from a word, like saying "ca" instead of "cat."
- Distortions: Producing a sound in an unusual way, such as pronouncing "thun" instead of "sun," distorting the "s" sound.
- Additions: Adding an extra sound to a word, for example, saying "balack" instead of "black."

These phonological errors can affect a child's clarity of speech, making it difficult for listeners to understand them. If not addressed, these errors can lead to more significant issues, including social challenges like difficulties in making friends or participating in group activities.

Impact of Parental Involvement on Language Acquisition

Parental involvement plays a pivotal role in the language development of children. *Hart and Risley's seminal (1995)* study offered ground-breaking insights into how early language exposure affects children's linguistic results. They found that children's future language abilities can be strongly predicted by the sheer "quantity" and "quality" of words they hear from their parents and other caregivers in the home. This implies that kids who are exposed to longer, more complex sentences and a wider vocabulary typically end up with stronger language skills. Building on this, *Tamis-LeMonda and colleagues' (2019)*, study provides additional insight into the impact of parental communication. According to their research, parents' style of communication matters just as much as the quantity of words their kids hear. Two major categories can be used to describe parental communication styles:

- *Directive Style*: Commands and instructions define this style. While directive parents may give explicit instructions on language use, they might not promote free-flowing dialogue.
- *Responsive Style*: In this approach, parents encourage a two-way exchange of ideas and respond to their child's indications. It fosters children's development of expressive language and motivates them to take part in conversations.

Tamis-LeMonda et al. discovered that more advanced language development can result from responsive parenting, which involves parents actively participating in their kids' communication attempts. This method helps kids build sentences, use language creatively, and become proficient in conversation. In result, parental communication style and quality have just as much of an impact on a child's language development as does the amount of language exposure. Children's language development can be positively impacted by parents who are receptive and have meaningful, engaged interactions with their kids.

Communication Teaching Patterns

Parents' communication teaching patterns play an important role in shaping children's language development. There are two main categories of this pattern, namely directive and responsive.

Directive Communication, is a more structured method in which parents often provide clear directions or corrections in language use. While teaching certain vocabulary or grammar rules in this way can be helpful, it doesn't necessarily inspire children to experiment with language on their own.

Responsive Communication, show that they are aware of their child's communication efforts and provide feedback based on what the child says. A more dynamic and engaging environment is encouraged by this language teaching method. This inspires children to start discussions and use language in more inventive and curious ways.

Studies have indicated that responsive communication works especially well to help kids develop their language skills. According to a *Girolametto et al. (2000)* study, children with parents who spoke in a responsive manner more often showed higher level language proficiency. This is probably due to the fact that responsive communication boosts children's general communicative ability and confidence in addition to giving them instantaneous and pertinent language input.

Synthesis of Findings

The relationship between phonological errors in children and parental communication patterns is complex and significant. Common phonological errors, such as erroneous substitutions, occur frequently during language development. However, if these errors persist as children age, they may indicate more serious language issues that require intervention. Research indicates that the type and quality of parental engagement play a crucial role in this context. Responsive communication patterns, where parents actively participate in their children's speech and language development, are associated with positive language outcomes. This communication style involves parents paying attention to their child's vocal cues and providing relevant, encouraging feedback to their communication efforts. Studies consistently show that children who experience responsive communication from their parents typically exhibit more advanced language development and fewer phonological errors. This suggests that parental interaction can either mitigate or exacerbate the persistence of language issues in children.

C. Methodology

Research Design

According to the limited participant count, a case study methodology will be employed. This qualitative research design makes it easier to conduct a thorough, in-depth analysis of every single case in authentic settings. In general, research procedures are described as scientific ways to gather data for particular applications and purposes (Sugiyono, 2015, p. 3). Using that approach, research is essentially a scientific means of gathering data for a specific goal. specific and specific applications. In light of this, four keywords are essential. Observe scientific data, procedures, goals, and applications (Sugiyono, 2017, p. 3). The following is a general description of the intended research design.

- 1) The first step is getting ready to identify issues and look for research libraries, particularly those that provide citations to earlier research articles. Knowing the issue that has to be explored is helpful.
- 2) The next step is to start gathering data by direct observation by observation once the issue has been determined and the fundamentals of the literature study have been discovered. Words from youngsters between the ages of three and six were the objects observed in order to identify any linguistic faults.
- 3) In addition to collecting data on the kids, observations will be taken regarding the parents' communication styles.
- 4) After all the data is collected, it is processed and used as a basis for conducting research. e. The next step is the implementation of activities that support the study. The activity carried out is identifying language errors or words spoken by children aged 3-6 years.
- 5) The final step is to evaluate the results of identification and classification to get a final conclusion.

Participants

Regardless of the population size or resource availability (time, money, etc.), a researcher can select a sample from the community for this study. For the sample to be valid, it must accurately represent the overall population (Sugiyono, 2018). In this study, one out of the four children involved was already enrolled in school. The research will employ observational methods and will be conducted in a residential area in the Nagahuta sub-district, specifically in the back area of Jalan D.I. Panjaitan, in 2024.

Data Collection

Pike (1975: 67–71) outlined various methods for analyzing foreign data, including interviewing respondents, accurate data entry, phonetic data analysis, capturing all sounds with curvature, and finally, collecting data from sounds without curvature. Qualitative data was gathered for this study through interviews, surveys, and notes. Quantitative information was collected using testing as a tool. The methods are detailed as follows:

- 1) Observations of Parent-Child Interactions
Merriam and Baumgartner (2020) suggest observation as a systematic research method that addresses specific research questions and ensures accuracy through checks and balances. Field notes, which provide detailed descriptions of observed outcomes, were utilized during this classroom action research. Observations were conducted during parent-child communication sessions in naturalistic settings to document communication teaching patterns in real-time.
- 2) Analysis of Speech Samples
Recordings of children's speech were collected across various contexts to analyze for phonological errors.
- 3) Review of Developmental Records
Examination of children's developmental records, including past assessments and interventions, to track phonological development over time. The importance of photographs in educational documentation is noted here, referring to the technique of recording preexisting data (Natusch et al., 2019).
- 4) Case Studies
Detailed case studies were developed for each child, integrating data from records, observations, speech samples, and interviews.

D. Result and Discussion

Phonological errors typically encompass alterations in how sounds are articulated or changes in the pronunciation of words spoken by children aged two years and older. Below are examples of language errors commonly made by children aged 3-6 years:

(For the data in the table, the identity of the object displayed is only the name, due to requests from parents)

➤ **Object Of Research 1:**

| 1. S. Parsaoran (3 years Old) | | | | |
|-------------------------------|---------------------|-------------|---|---|
| No. | Original Vocabulary | Spoken Word | Word Description | Relationship With Parental Teaching |
| 1. | “Beli” | “Beyi” | The spoken word experiences the removal of the "l" phoneme and the addition of the "y" phoneme, as well as changes in sound which still have the same meaning but the pronunciation is slightly different due to the deletion and addition of these phonemes. | <ul style="list-style-type: none"> • Parsaoran's parents, when he said the wrong words, did not try to correct him, and increasingly followed (understanding because he was still small). • as well as the influence of the surrounding environment, other parents confirmed this wrong thing |
| 2. | “Cari “ | “Cali ” | The spoken word replaces the phoneme "r" with the phoneme "l", the change in sound has the same meaning, but has a slightly different pronunciation due to the change in phoneme | |
| 3. | “Gemuk” | “emuk” | the spoken word has the phoneme "g" removed, the sound change has the same meaning, but has a slightly different pronunciation due to the phoneme deletion | |
| 4. | “Nanti” | “Ati” | In words where the phoneme "n" is removed, the sound change has the same meaning, but has a slightly different pronunciation due to the deletion of the phoneme | |
| 5. | “Burung” | “Bulung” | The spoken word replaces the phoneme "r" with "l", the pronunciation has the same meaning, but the pronunciation is slightly different because of the change in phoneme. | |
| 6. | “Coklat” | “Okat” | The word that is pronounced has the phoneme "c" and "l" removed, the pronunciation has the same meaning, but the pronunciation is slightly different because of the deletion of the phoneme. | |
| 7. | “Merah” | “Melah” | The spoken word is a change in the phoneme "r" to the phoneme "l", the change in sound still has the same meaning, but the pronunciation is slightly different, because of the change in phoneme. | |
| 8. | “Permen” | “emen” | spoken words contain the deletion of the "p" phoneme and the "r" phoneme. The pronunciation of the word still has the same meaning, but there is a slight difference in pronunciation due to the deletion of phonemes. | |
| 9. | “kacang” | “acang” | The spoken word has the phoneme "k" removed, the sound change still has the same meaning, but the pronunciation is different because the phoneme is removed. | |
| 10. | “makan” | “akan” | In spoken words the phoneme "m" is removed, the sound change still has the same meaning, but the pronunciation is different because the phoneme is removed. | |

➤ Object Of Research 2:

| 2. C. Simangungsong (5 years old) | | | | |
|------------------------------------|---------------------|-------------|--|---|
| No. | Original Vocabulary | Spoken Word | Word Description | Relationship With Parental Teaching |
| 1. | “Beli” | “ibi” | Spoken words, there is a deletion of the phonemes "b" and "e", then there is a change in the phoneme "e" to "i". The pronunciation of the sound still has the same meaning, but there are slight differences in the pronunciation. | <ul style="list-style-type: none"> In their daily lives, the parents of a child named C. Simangungsong always say words that are not in accordance with the original words. for reasons such as indulgence in speaking. I've been used to saying words that don't match the original since I was a baby. does not justify what is wrong. When there is a desire to correct a wrong, the child does not want to follow because he feels he is used to it. |
| 2. | “ kakak “ | “ atak” | The spoken words, the phoneme "k" is removed and the phoneme "k" is changed to "t". The pronunciation of the sound still has the same meaning, but there are slight differences in the pronunciation. | |
| 3. | “Rokok” | “otok” | In spoken words the phoneme "r" is removed and the phoneme "k" is changed to "t". The pronunciation of the sound still has the same meaning, but there are slight differences in the pronunciation. | |
| 4. | “Abang” | “aba” | Spoken words have the phonemes "n" and "g" removed. The change in bunis means that the meaning remains the same, but there is a slight difference in the pronunciation due to the deletion of phonemes. | |
| 5. | “Ikut” | “itut” | In the words spoken there is a change in the phoneme "K" to the phoneme "t", the change in sound means that the meaning remains the same, but the pronunciation is slightly different because of the change in phoneme. | |
| 6. | “Pergi” | “Pelgi” | The spoken word changes the phoneme "r" to "l", having the same sound, but the pronunciation is slightly different. | |
| 7. | “Rusak” | “ucak” | spoken words experience the removal of the "r" phoneme, and the "s" phoneme is replaced with "c". However, the meaning remains the same, and the pronunciation is different. | |
| 8. | “Bagus” | “agus” | The spoken word has the phoneme "b" removed, has the same meaning, but the pronunciation is different. | |
| 9. | “Sekolah” | “tekolah” | Spoken words change the phoneme "s" to "t". The pronunciation of the sound is different, but the meaning remains the same. | |
| 10. | “makan” | “matan” | Spoken words change the phoneme "k" to "t". pronunciation of the sound, but the meaning remains the same. | |

➤ Object Of Research 3:

| 3. G. Sebastian Damanik (3 years old) | | | | |
|--|---------------------|-------------|--|---|
| No. | Original Vocabulary | Spoken Word | Word Description | Relationship With Parental Teaching |
| 1. | “Sedih” | “sidih” | The spoken word changes the phoneme "e" to "i", but still has the same meaning, the pronunciation is slightly different. | <ul style="list-style-type: none"> • The daily life of a child named G. Damanik often socializes or communicates with a child named S. Simamora, so he is influenced by the speaking style of S. Simamora's parents. • G. Damanik's parents don't care about their child's pronunciation, even if it's wrong. • Parents also often talk spoiled, by saying words that do not match the original pronunciation. |
| 2. | “ Bisa“ | “ bica” | The spoken word changes the phoneme "s" to "c", but still has the same meaning, the pronunciation is slightly different. | |
| 3. | “Pisang” | “picang” | The spoken word changes the phoneme "s" to "c", but still has the same meaning, the pronunciation is slightly different. | |
| 4. | “lantai” | “antai” | With the removal of the "l" phoneme, the word still has the same meaning, it's just that there is a difference in pronunciation. | |
| 5. | “marah | “malah” | In the words, the phoneme "r" changes to "l", there is a difference in pronunciation but it has the same meaning. | |
| 6. | “bunga” | “buna” | The spoken word has the phoneme "g" removed, but the meaning of the word is the same, only the pronunciation is different. | |
| 7. | “Hijau” | “ijau” | The spoken word has the phoneme "h" removed, but the meaning of the word is the same, only the pronunciation is different. | |
| 8. | “Besar” | “Besal” | The spoken word changes the phoneme "r" to "l", having the same sound, but the pronunciation is slightly different. | |
| 9. | “pasar | “pasal” | In the words, the phoneme "r" changes to "l", there is a difference in pronunciation but it has the same meaning. | |
| 10. | “kecil” | “kecik” | In the words, the phoneme "l" changes to "l", there is a difference in pronunciation but it has the same meaning. | |

➤ **Object Of Research 4:**

| 4. V. Marpaung (4 years old) | | | | |
|--------------------------------------|----------------------------|--------------------|--|---|
| No. | Original Vocabulary | Spoken Word | Word Description | Relationship With Parental Teaching |
| 1. | “Botol” | “Otol” | There is a deletion of the phoneme "b" in the spoken word, but it still has the same meaning, and only differs in pronunciation. | <ul style="list-style-type: none"> • In the environment around a child named V. Marpaung, there are 2 children who have the same pronunciation of words as him. thus affecting speaking style. • Parents sometimes don't care about what their children say. • Parents and those around them often say maja words, the pronunciation of which does not match the original. |
| 2. | “ Cincin “ | “icin” | there is a deletion of the phoneme "c" and “n” in the spoken word, but it still has the same meaning, and only differs in pronunciation. | |
| 3. | “Balon” | “alon” | There is a deletion of the phoneme "b" in the spoken word, but it still has the same meaning, and only differs in pronunciation. | |
| 4. | “Dokter” | “Doktel” | The spoken word replaces the phoneme "r" with "l", the pronunciation has the same meaning, but the pronunciation is slightly different because of the change in phoneme. | |
| 5. | “Bosan” | “bocan” | The spoken word replaces the phoneme "s" with "c", the pronunciation has the same meaning, but the pronunciation is slightly different because of the change in phoneme. | |
| 6. | “Danau” | “dano” | There is a deletion of the phonemes "a" and "u", and they are replaced by the phoneme "o". The pronunciation is different from the original word, but has the same meaning. | |
| 7. | “Rumah” | “Lumah” | The spoken word is a change in the phoneme "r" to the phoneme "l", the change in sound still has the same meaning, but the pronunciation is slightly different, because of the change in phoneme. | |
| 8. | “Mobil” | “Mobin” | The spoken word is a change in the phoneme "l" to the phoneme "n", the change in sound still has the same meaning, but the pronunciation is slightly different, because of the change in phoneme. | |
| 9. | “Sekolah” | “cekolah” | The spoken word is a change in the phoneme "s" to the phoneme "c", the change in sound still has the same meaning, but the pronunciation is slightly different, because of the change in phoneme. | |
| 10. | “Merah” | “Melah” | The spoken word is a change in the phoneme "r" to the phoneme "l-", the change in sound still has the same meaning, but the pronunciation is slightly different, because of the change in phoneme. | |

➤ **Object Of Research 5:**

| 5. J.Auan (6 years Old) | | | | |
|--------------------------------|----------------------------|--------------------|--|--|
| No. | Original Vocabulary | Spoken Word | Word Description | Relationship With Parental Teaching |
| 1. | “Ganda” | “anda” | The spoken word experiences the removal of the "g" phoneme, as well as changes in sound which still have the same meaning but the pronunciation is slightly different. | |

| 5. J.Auan (6 years Old) | | | | |
|-------------------------|----------|---------|--|---|
| 2. | “Beli “ | “Bi ” | The spoken word has the phoneme "e" and "l" removed, the sound change has the same meaning, but has a slightly different pronunciation due to the phoneme deletion. | <ul style="list-style-type: none"> • Jaruan's parents also experienced a little lack of clarity when speaking. • Since childhood or toddlerhood, the child has experienced difficulties in speaking. • Parents pay less attention to talking problems with their children. |
| 3. | “Minum” | “num” | the spoken word has the phoneme "m" and "i" removed, the sound change has the same meaning, but has a slightly different pronunciation due to the phoneme deletion | |
| 4. | “Kartu” | “altu” | In words where the phoneme "K" and "r" is removed, and replaces by phoneme "l". The sound change has the same meaning, but has a slightly different pronunciation due to the deletion and replaces of the phoneme | |
| 5. | “Kotak” | “otak” | In words where the phoneme "k" is removed. The sound change has the same meaning, but has a slightly different pronunciation due to the deletion of the phoneme | |
| 6. | “Karpel” | “alpet” | The word that is pronounced has the phoneme "k" and "r" removed, and replaces by phoneme "l". The pronunciation has the same meaning, but the pronunciation is slightly different because of the deletion and replaces of the phoneme. | |
| 7. | “Pulpen” | “Pupen” | The spoken word is a change in the phoneme "l" to the phoneme "p", the change in sound still has the same meaning, but the pronunciation is slightly different, because of the change in phoneme. | |
| 8. | “Raket” | “lakel” | The spoken word is a change in the phoneme "r" to the phoneme "l", the change in sound still has the same meaning, but the pronunciation is slightly different, because of the change in phoneme. | |
| 9. | “Pencil” | “encil” | The spoken word has the phoneme "p" and "s" removed, and replaces by phoneme "c". The sound change still has the same meaning, but the pronunciation is different because the phoneme is removed and replaces. | |
| 10. | “Kipas” | “Tipas” | In spoken words the phoneme "k" is removed, and change with phoneme "t". The sound change still has the same meaning, but the pronunciation is different because the phoneme is removed. | |

E. Conclusion

In early childhood, language acquisition progresses swiftly and is shaped by interactions in the environment and parental communication styles. From birth to age 3, children undergo rapid brain development and initiate communication skills. Between ages 3 and 6, they commonly encounter phonological errors like substitution, omission, distortion, and addition, which are typical in the learning process. However, persistent phonological errors beyond a certain point may signal developmental concerns needing intervention. Parental involvement is crucial, particularly through responsive communication—where parents engage with children's attempts at communication and foster two-way dialogue. This approach proves more effective for supporting language development than directive communication, which primarily offers clear instructions without promoting dialogue. Research confirms that children benefit significantly from responsive parental communication, demonstrating improved language skills and reduced phonological errors. This underscores the vital role of meaningful interaction and active parental engagement in nurturing children's language abilities.

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