

The Impact of Socioeconomic Status (SES) on Early Childhood Language Development

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Abstract— Socioeconomic status (SES) is one of the most studied constructions in the social sciences. Several ways of measuring SES have been proposed, but most include some quantification of family income, parental education, and employment status. Many studies show that SES is associated with a variety of health, cognitive, and emotional social outcomes in children, with effects that begin before birth and continue into adulthood. Therefore, research activities are conducted on the socio-economic background of families on language development in children aged 5 to 7 years. Data were collected from interviews with teachers, observation of children's activities at school, and questionnaires distributed to parents. From the data set generated: (1) the influence of socioeconomic status on child language development; and (2) the impact of socioeconomic status can be minimized by involvement of children in school programs

Keywords— socioeconomic status of parents, preschool program; language development, early childhood

I. INTRODUCTION

The Children living in poverty experience a wide gap from negative influences, such as poor housing conditions, inadequate nutrition, depressed parents, lack of cognitive stimulation [1]. In addition, these children often experience multiple pressures simultaneously and repeatedly over time. Consistent evidence of socio-economic gradients for child health outcomes in both low-income and low-income countries [2], [3].

Socioeconomic status is also a risk factor for poor child development outcomes (eg, language, cognitive, and behavioral), and children from parents with low income or low education have failed to achieve their development potential. Optimizing care for the development of children at home is essential to reduce the adverse effects of poverty on early childhood development in later life by Tran et al., in [4]. Socioeconomic selection still occurs in early childhood services although it can be minimized using subsidies from the government, in the form of service subsidies and or in the form of maternity allowances and parental leave [5].

In the process of education, family factors are very important. The family is the first social institution known to the child and the planting of attitudes that can affect the child's development. The family has an obligation to provide all education-related needs. The assumption that families who have high socioeconomic status of parents will not have

much difficulty in fulfilling the educational needs of children, while families with low socioeconomic status will have difficulty in meeting their educational needs. If these needs can not be met will hamper the learning process of children.

Parents who have high socioeconomic status will have a chance or a wider opportunity to obtain all the needs that may not be obtained by parents with low socioeconomic status. With the fulfillment of all the needs related to education, facilitate in developing talent and ability to be better. Under these conditions, the opportunity to improve greater learning achievement is obtained by individuals who have parents with high socioeconomic status.

There are several indicators that affect the socioeconomic status of parents, such as the level of education, occupation, income level, position or class of parents. Socioeconomic status of parents is very influential in meeting the needs of family life. Parents with adequate socio-economic status tend to be more willing to provide for their family's living needs. In terms of education can be met, develop it optimally as an effort to gain knowledge, appreciation and self-actualization.

Some of the indicators of socioeconomic status affect how children are raised, the interaction that exists between the child and his family, the home environment and the extent to which the environment supports or does not support the development and learning of language, the type and amount of training used, the type and extent of future plans for education and child work. This is in line with those given by Berger, *et al.*, in [6] that the home environment affects the behavior and development of the language of the child.

Language is a form of communication, be it oral, written or gesture based on a system of symbols that are important in everyday life. In middle and late childhood, children become more analytical and logical in their approach to words and grammar. According to the Ministry of Education and Culture in the Curriculum 2013, indicators of language development of children aged 5-6 years include: (1) children can communicate orally; (2) vocabulary; and (3) recognize symbols for the preparation of reading, writing and arithmetic.

Children who are in an environment that is less supportive or provide stimulus in the learning and development of children will affect the process of development itself. One of the factors influencing language development is the

socioeconomic status of parents. According to Davis-Kean in [7] the low education and incomes of parents will indirectly affect children's development, including language through lack of behavioral stimulation from parents and achievement beliefs and expectations supported. This is in line with research conducted in [8] that poverty affects child development and educational outcomes, both directly and indirectly through mediation, moderation, and transactional processes. According to Human Development Early Child Care Research Networks, children in poor families have lower cognitive and academic performance and more behavioral problems due to a lack of behavioral stimulation and home experiences among low-income families. Therefore, language development needs to be considered early on by providing appropriate stimuli.

According to the theory of behaviorism developed by Ivan Pavlov, who says that visible stimuli can also lead to a visible response. A meaningful stimulus can produce a meaningful response as well. To obtain a meaningful response requires certain conditions. Giving these conditions need to take into account the suitability between the stimulus with the resulting habituation picture.

The development of the language of the child, can be developed by the child in the life of his environment, both at home, in playing life, and in school. In the family environment, the parent stimulus of the child's language is useful for the development of the child's language. Thus parents should have a broad knowledge of children's language development and how to develop it, so that they will have good language skills in listening, speaking, reading or writing.

Therefore, the purpose of this study was to find out how the influence of the socio-economic status of the family on the development of the language of the child. Furthermore, after determining how the effect, the solution to minimize the impact of socioeconomic status on language development can be discussed in this study.

The rest of this paper is organized as follow: Section II describes the material and proposed methods. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

II. MATERIAL & METHODS

The type of this research is descriptive quantitative to describe the influence of socioeconomic status of parents on language development of children aged 5-7 tahun. Data obtained by interview, observation and questionnaire. The questionnaire was given to 40 parents of students at Labschool Rumah Cita and TK YWKA Yogyakarta. Of these, 15 have been completed and returned on time.

III. RESULT AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Result

From a sample of 15 children, the results of questionnaires on the socioeconomic status of parents and the provision of stimulus to language development are

interpreted in graphs and tables, whereas interview results will be interpreted in narrative form.

a) Parent questionnaire

Here are the results of the education and work of parents (father and mother) as shown in Figure 1 and Figure 2, as well as family income presented in graphical form:

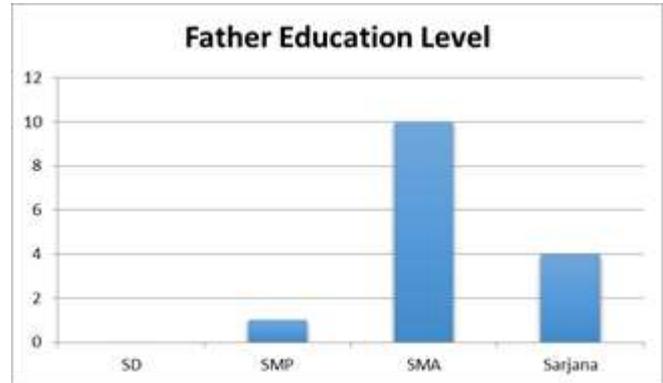


Fig 1. Chart 1 . Father Education Level

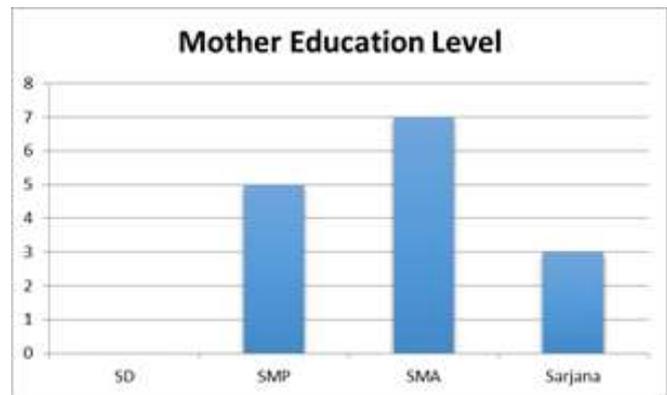


Fig 2. Mother Education Level

Based on the Figures 1 & 2 above, both father and mother have the highest level of education completed until Senior High School.

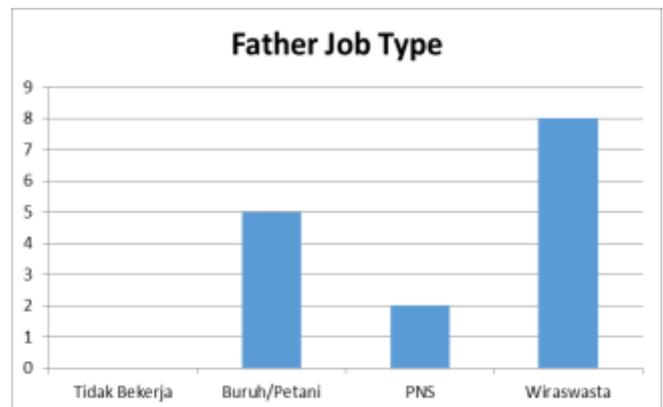


Fig 3. Father Job Type

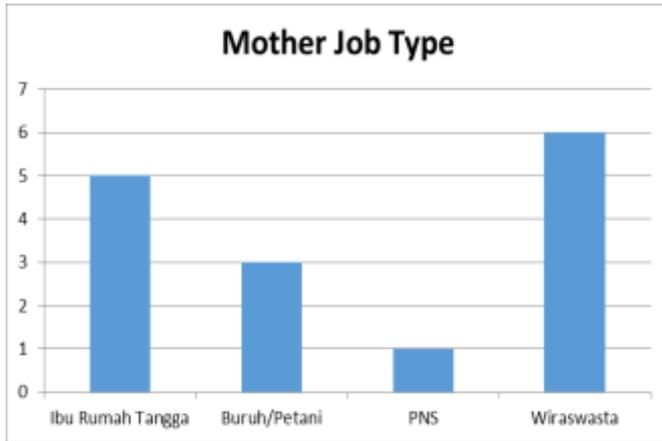


Fig 4. Mother Job Type

Based on the Figures 3 and 4 above, The result show that each father and mother tend to have the same type of work as self-employed, but the other unique thing found is that the number of mothers for not working tends to be high in this outcome.

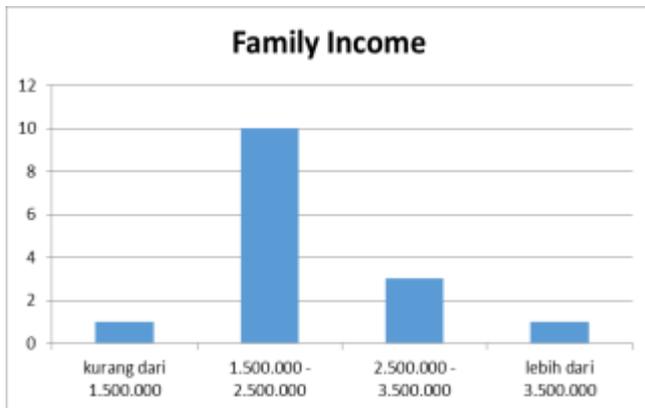


Fig 5. Family Income

Based on the Figure 5 above, Categorization of family income above based on Central Statistics Agency (BPS, 2008) which divides this class of income into 4 kinds, namely: (1) very high = more than 3,500,000; (2) high = 2,500,000 - 3,500,000; (3) medium = 1,500,000 - 2,500,000; and (4) low = less than 1,500,000. Based on the above results, the average family has a moderate income of between 1,500,000 - 2,500,000 / month.

Furthermore, the data above is used to determine the socioeconomic status of parents divided into three components namely work, education, and income parents. From each component will be described to determine the socioeconomic status of parents who are categorized into three categories namely low, medium, and high level. Assessment using 4 alternative answers are 4 for the highest score and 1 for the lowest score. Of the 10 items of questions, obtained the highest score (10×4) = 40 and the lowest score (19×1) = 19. From the data obtained by the mean ideal (Mi) = 25 and standard deviation of the ideal (SDI) = 5. The data is then classified into three category level of socioeconomic status of parents.

As for the categorization of variables of socioeconomic status of parents as follows:

- 1) Low category = $<(Mi - 1SDi)$
- 2) Medium category = $(Mi - 1SDi)$ up to $(Mi + 1SDi)$
- 3) High category = $>(Mi + 1SDi)$

Information:

Mi = average value of magnitude obtained from $\frac{1}{2}$ (highest score + lowest score)

SDi = standard deviation or standard deviation obtained from $\frac{1}{6}$ (highest score - lowest score).

The distribution of trends in variables of socioeconomic status of parents can be seen as follows Table I below:

TABLE I. DISTRIBUTION TABLES OF VARIABLE TRENDS IN SOCIO-ECONOMIC STATUS OF PARENTS

No	Score	Frequency	%	Category
1	<20	6	40.00	Low
2	20 – 30	9	60.00	Medium
3	> 30	0	0.00	High

From the above data describes that parents have a moderate socioeconomic status of 9 people and low socioeconomic status of 6 people. Where this socioeconomic status affects the mother's attitude toward the stimulation of language development of children. Based on the questionnaire distributed to parents, parents who tend to have lower socioeconomic status indicate a lack of stimulation of the child's language development (eg by reading stories, providing storybooks with children, or teaching the language through play) than parents who have status higher social economy.

b) Observation of Children's Activities

The results obtained on the socioeconomic status of parents on the development of children's language in line with the findings of researchers when observing the activities of children in the class, especially related to language learning. Researchers conducted observations in two kindergartens. In kindergarten A examines the observation of 13 children who are in the kindergarten class. From the observation result, there are differences of language ability with different background of socioeconomic status. Children from low socioeconomic status tend to be less able to express the language verbally. Children still struggle to speak fluently one sentence and the child also can not speak fluently. While sitting together and sharing activities, these children of low socioeconomic status tend to be passive and silent.

This is different from that in Kindergarten B, researchers conducted observations in the kindergarten class, Pre SD a and Pre SD b where the average age of children around 5 to 7 years. Children are seen to be able to express the language both orally and in writing. In this kindergarten, all activities to be performed by the child should be chosen and agreed upon by all children. Therefore, the child is able to express his opinion, although still using simple sentences (for example: I want to play dragon snake). If the other children disagree, he will also express his opinion until finally produced a joint decision. In addition, there are daily routine activities in the form of telling a story about a sad and fun experience. One by one the children are asked to share their

experiences, then another child may ask for the story the child discloses. In terms of expressive language, children tend to be able to express one sentence correctly. As for the ability to write, children are also able to write letters according to the sound, can be two to three words. However, children are still confused to write sentences that have akkhiran-ng, for example: happy, swimming, and so on.

In addition to expressive language, children also appear to have good receptive language skills as well. This is seen in the child's response to teacher instruction, the child performs activities or tasks in accordance with the teacher's instruction delivered orally. However, there are children who have difficulty expressing the language both receptively and expressively. This is seen when the child is asked to write and recite his own name, the child is still confused in distinguishing letters.

Here are some observations of children's learning activities in the classroom, as follow in Figures 6, 7, 8, 9, 10, and 11 below:



Fig. 6. The activities tell a pleasant and distressing experience



Fig. 7. Conducting discussion to determine the game



Fig. 8. Kids play free



Fig. 9. The child performs the task according to the teacher's instruction



Fig. 10. Children learn to spell and write their own name



Fig. 11. Children learn cooking

c) Interview with teacher

The results obtained through observations are justified and reinforced by the teacher. According to the results of interviews with teachers in kindergarten A, the socioeconomic status of the family affects the development of the language of the child. This can be seen in children's speaking ability, children from older socioeconomic parents are more actively speaking and can compose words into sentences compared with children from children of lower socioeconomic status. In addition, the passivity of the child in expressing the language as it is a child character and quite difficult to change for the teacher. However, this was influenced by other factors that children who come from low social status are often ridiculed by other friends and ostracized related to the work of their parents. However, the results of the language skills of children at the time of school entry to date is considered to progress toward positive. If the child initially does not understand the letters or whether to talk, at this moment little by little the children begin to understand the letters and pronounce them correctly, the child also wants to talk but still must be supported by the teacher.

While the results of interviews between researchers with teachers in kindergarten B, they reveal that the child's socioeconomic status is influential but not significantly. There is a difference in the language skills of children at the beginning of school entry, children of low socioeconomic status have lower language skills than other children. However, according to the teacher socioeconomic status is not the main factor affecting the development of the language of the child. Another factor that affects the use of different languages between at home and at school (for example at home children are accustomed to using English, while the language of instruction in schools using the Indonesian language). Although the teacher does not prohibit children from using their mother tongue, the children chose to keep the Indonesian language albeit at first stutter. In addition, emotional social factors according to teachers in kindergarten B is a major factor that can affect the child's language development, such as lack of confidence, lack of self-reliance, and so on. If the child's emotional social development is still low, it can lead to low results as well as on other child development aspects.

But as the time passes, the child's language skills are improving. This is because teachers provide stimulus-stimulus in the form of activities of story telling and play in children that allows children to develop language skills both orally and in writing. Of particular concern is the system of discussion among children in deciding everything.

B. Discussion

The socioeconomic status criteria is divided into three categories, namely the level of parental education, the old worker's job status, and the family income. Where these three categories affect the way children are raised, the interaction of children and their families, the home environment and the extent to which the environment supports or does not support language development and learning, the type and amount of discipline used, the type and level of future plans for education and child labor.

The current study aims to describe the impact of socioeconomic status of parents on language development of children aged 5 to 7 years. The findings of this study reveal that parents play a role in the education of children, especially in the development of the language of the child. This socio-economic status affects the parent's attitude in stimulating and facilitating the development of the child to develop optimally. The average parent with a lower socioeconomic status is less spending time with the child due to longer working hours and lack of stimulation in the form of storytelling or provision of children's story books.

IV. CONCLUSION

Based on the study results of this study concluded that the socio-economic status impact on language development of children aged 5 to 7 years. This is evidenced by the differences in language skills between children of low and medium socioeconomic status, where children with low socioeconomic status can speak under children with higher socioeconomic status. However, it can be minimized in several ways: (1) child involvement in preschool programs; (2) the quality of preschool programs; and (3) learning related to language development in schools.

Research conducted by this researcher has some limitations, among others: (1) the collected data is not in accordance with the data disseminated, this is because there are still many parents who have not collected a given questionnaire; (2) missing data, ie there are some parents who emptied important questions as material for measuring the socioeconomic status of parents; (3) the discussion of the impact of socioeconomic status is still comprehensive, each category has not been measured in this study; (4) the assessment of the language development of children is obtained only from interviews and observations so that the discussion has not been comprehensive; and (5) other factors emerging as factors influencing the development of language have not been discussed.

Despite these limitations, the study presents findings that can provide information on subsequent research that family care, child involvement in school programs, preschool programs, quality of school programs, and stimulation of childhood language learning activities have an important role in minimizing the impact of socioeconomic status of parents on child language development. We also suggest that further research should focus on the influence of each category of socioeconomic status, such as the level of education, occupation, and income on the child's language development. In addition, there is also an instrument to measure the language development of children if you want to produce more comprehensive data.

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