



Analysis of the Influence of Environmental Factors on Communication Development and Self-Confidence in 2 Years Old Children

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Abstract: The purpose of this study was to track and assess the development of communication, self-confidence, and the influence of environmental factors in a two-year-old child. This case study investigated a child named Bara through direct observation for two hours in the playground and home environment on June 15–16, 2024. Direct interaction with the subject and observation were part of the data collection process. The results showed that Bara had age-appropriate communication skills, including understanding basic instructions and using simple words and sentences. Bara showed confidence in various activities and interactions with adults. Bara found that his home and social environment, with adequate stimulation and positive interactions, were very supportive of his growth. The study found that Bara has developed in communication and self-confidence at a good level, with significant support from environmental factors. Suggestions for further development include enriching language, increasing self-confidence, and making the supportive environment more optimal.

Keywords: child development, communication, self-confidence, environmental factors, age 2 years

Introduction

Early childhood as an indispensable part of children's growth and development process, so the nursery with great learning atmosphere is also its most important criteria. The toddler age (1-3 years) - This is the most critical period when a child starts developing; they start to analyze, question, develop language and self-esteem. At this stage, children know and express themselves by simple words of their own language; they also begin to develop some independence (Papalia & Feldman, 2012). Early childhood confidence matters a lot in the study and learning of language. Kids who are self-confident will not hesitate to express themselves and engage with their environment. This in turn speeds up language learning process and enhances their ability to communicate (MacLellan, 2014). Children's language development and self-confidence are greatly influenced by their environment. According to (Romeo et al., 2018) Children's language development is greatly influenced by the type and volume of their verbal interactions with adults in their environment. An unsupportive environment can hinder language development, but a responsive and supportive environment can help children become more confident. This study aims to examine the relationship between toddlers' speaking ability and their self-confidence levels.

This study also explains how early childhood speaking ability can be influenced by self-confidence by tracking the development of communication, self-esteem, and environmental development factors in two-year-old children. This method is in line with Vygotsky's theory of socio-cultural development, which emphasizes the role of social interaction in early childhood language and cognitive development (Bodrova & Leong, 2015). A better understanding of how self-confidence and speaking ability correlate in toddlers can help parents, educators, and health professionals make informed plans to help their children thrive. Additionally, as suggested by recent longitudinal studies of children's language development, the findings of this study are expected to contribute to the current literature on early childhood development and provide a basis for additional research in this area (Pace et al., 2019).

This study is expected to provide useful insights for early childhood education practitioners, developmental psychologists, and parents given the importance of the toddler period in the development of children's language and self-confidence. This study aims to explore in-depth how self-confidence plays a role in children's speaking process by using a direct observation technique on a 2-year-old child named Bara. The results of this study will not only enrich theoretical knowledge about early childhood development, but will also be the basis for developing practical strategies to support children's language and self-confidence development. Additionally, the findings of this study are expected to be a catalyst for further research on early childhood development.

Methodology

This study was designed as an observational case study with a qualitative approach. This method was chosen because it allows for a comprehensive exploration of the development of self-confidence and speaking skills in a toddler during their daily life. This study involved Bara, who is two years old. The research location is at Jl. Gurame Raya No.

9 in Tangerang City. Direct observation and interviews are two methods of data collection used. The sessions lasted for two hours per session and took place over two consecutive days (15-16 June 2024). The settings were the home and play area. D. Semi-structured interviews: Brief interviews with Bara's parents or caregivers to obtain further information about the child's development.

The Research Method Itself consists of Preparation Obtaining parental consent/permission from the research subject and preparing the research instrument. After that Implementation, namely Providing research instruments which Conducting observations according to schedule, recording the behavior and interactions of the subject, and interviewing parents or older siblings. Then analyze the data from the observations and interviews.

The data will be analyzed using thematic analysis. New themes will be classified and interpreted using child development theory and relevant literature. and this study is also limited to one subject and observation over a short period of time. Although the results cannot be generalized, they can provide an in-depth picture of a particular situation.

Result and Discussion

This observation obtained the following results:

1. First Day (June 15, 2024):

a. Social Interaction:

Bara is seen actively interacting with toys and his parents. He often asks for help or invites close adults to play.

b. Speaking Ability:

Bara has a good basic vocabulary, such as "mama", "papa", "ball", and "eat". He also often uses two words to express desires, such as "want to eat" or "get the ball." He does not hesitate to try new things and seems happy to show his parents his new abilities.

2. Second Day (June 16, 2024):

a. Social Interaction:

Bara prefers to play alone, but he often talks to his parents when he needs help.

b. Speaking Ability:

Bara has learned to share toys with other children in the playground. He is better able to pronounce words such as "I want to drink milk" and "play with mom" more clearly.

c. Self-Confidence:

Bara is increasingly confident. He dares to try new games in the playground, and when he needs help, he does not hesitate to ask or help.

Information Interview from Bara's parents said that Bara continues to learn to speak and become more confident. They also said that Bara prefers to try new things and enjoys interacting with others.

From the data analysis it was also found that Bara learned to share toys and talk with peers. From here Bara also showed great progress in the use of simple words and everyday vocabulary, and Bara became more confident, as seen from his courage to try new things and show his abilities to his parents.



Figure 1



Figure 2

Discussion

Bara shows positive social and emotional behavioral development. He shows high curiosity and seems comfortable in the home environment and play area. from Interaction Bara shows better social skills when interacting with adults and other children. He is more likely to share and talk with his classmates. and Language Development Bara shows significant improvement in his speaking ability and use of everyday vocabulary. He uses complete sentences more often and understand.

Conclusion

According to this study, Bara, who is two years old, has made positive progress in self-confidence and speaking skills. Direct analysis, field notes, and interviews with parents provide a complete picture of how Bara develops in everyday life. These results indicate that the development of toddlers requires a supportive environment and appropriate stimulation.

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