



Parentinguistic: Authoritarian and Permissive Communication Styles in Parents' Expressive Speech Acts

Kurniawan

Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia. E-mail: kurniawan@staff.uinsaid.ac.id

ARTICLE INFO

Cite this article in APA style as:

Kurniawan, K. (2023). Parentinguistic: Authoritarian and Permissive Communication Styles in Parents' Expressive Speech Acts. *Langkawi Journal of The Association for Arabic and English*, 9(1), 15-27

DOI:

<http://dx.doi.org/10.31332/lkw.v0i0.5991>

History:

Submitted: 2023-04-04

Revised: 2023-06-13

Accepted: 2023-06-21

Published online: 2023-06-25

2549-9017/ 2023 The Authors.

Published by:

UPT Pengembangan Bahasa
IAIN Kendari.

ABSTRACT

Although research on parent linguistics styles has been extensively documented, there is a dearth of research examining the theme from the perspective of Yule and Baumrind. To fill this gap, the present study focuses on the relationship between authoritarian or permissive parenting styles and aspects of language, especially expressive speech acts. A pragmatic approach was applied in this study. The data in this study were in the form of textual sources from the film "Nanti Kita Cerita Tentang Hari Ini" (One Day We'll Talk About Today). The film was chosen because it has a family theme and presents parent-child conflicts that can be examined in terms of parenting and linguistic aspects. Data were collected using the observation and note-taking method. They were analyzed using Yule's (2006) theory regarding expressive speech acts and Baumrind's (1971) theory regarding parenting styles. The findings showcased that the authoritarian parenting styles in the film have various negative impacts on mental health of the children, such as closed themselves off and felt undervalued. Meanwhile, the permissive parenting style impact that causes children to depend on their parents is not found in the film. This is shown by children who instead want to prove to their parents that they can be independent and have the right to decide for themselves what they want. This research can contribute to the parenting world about linguistic aspects of taking care of children; therefore, parents must pay attention to the use of language in the context and situation at hand.

Keywords: Authorian; Expressive Speech Act; Parenting; Permissive

1. Introduction

Communication is inherent in every human relationship to convey one's messages and feelings. In parent-child relationships, communication plays an important role in shaping children's character (Simon, 2022). In practice, various kinds of communication styles must be considered by parents so that messages can be conveyed effectively without hurting feelings or disturbing the child's mentality. A parenting expert, Ayah Edy in his book entitled "Mendidik Anak Tanpa Teriakan dan Bentakan" (*Educating Children Without Shouting and Yelling*) divides three types of communication styles into three types; authoritarian, peers, and permissive (Edy, 2020). These three patterns have their own characteristics and impacts on children.

Communication is identical to the use of language because language is a tool to connect one human to another human. The study of language is known as linguistics (Searle, 1969). Linguistics has branches such as phonology, syntax, semantics, pragmatics, etc. This study focuses on the relationship between parental communication styles and linguistic aspects. Thus, searching for the meaning and how

parental utterances are classified as authoritarian and permissive utterances is necessary. The search for communication correlations in a language is discussed in pragmatics (Leech, 1983). Speeches that parents often convey to children are usually to advise or direct them to be better. In pragmatics, speech acts are utterances that bring up an action (Yule, 2006). According to its form, there are five types of speech acts: declarative or utterances that can change circumstances; representative or speech that speakers believe; directives or utterances to instruct others; commissive or speech that pushes the speaker to do something in the future; and expressive or utterances that express the speaker's feelings. This research focuses on the expressive speech of authoritarian and permissive parents.

Father: "Kamu kemana saja, sih? Masa jam segini baru pulang. Main dulu, ya?" (Where have you been? You should have been home earlier. You're hanging out first, right?) (Eddy, 2020).

The expression above is an example of parents' communication in authoritarian style because they blame and judge their children. From the pragmatic point of view, this expression can be categorized as an expressive speech act because it shows a psychological statement in the form of an accusation.

Much research has been studied related to parental communication styles or speech acts, such as Ryckebusch and Marcos (2004), who discussed the pragmatic development of three groups of ten French urban middle-class toddlers with each parent. The result shows that by the age of 18 months, the parent's gender significantly affected the production of directive and assertive. At the age of 22 months, it affected action requests and expressive, at the age of 27 months, it had a joint effect on the speech distributor. Nida (2022) studied the meaning of parents' scolding of their children by interviewing 7 mothers and 3 fathers. The result shows that there is a lot of meaning implied. Kemal et al. (2020) looked for the form of expressive speech act within parents on social media during COVID-19 by non-participant observation. The result shows that parents expressed their opinion and information about their children's tasks with anger, bad mood, and impolite words. Pratiwi and Laila (2020) discussed the influence of speech acts on parenting styles and self-confidence in the film *Bad Moms*. The result shows that using directive utterances in authoritative parenting styles encourages the hearer to do something, reduces miscommunication, and improves effective communication.

Research on parenting styles that are authoritarian or permissive has also been carried out. Parent et al. (2011) discussed the relationship between two ineffective parenting styles (hard and permissive) with 160 participants with 3-6-year-old children. The result shows that harsh discipline is associated with more intense disruptive behavior from boys and girls. Shaw and Starr (2019) examined the effect of authoritarian parenting styles and chronic family stress on the transmission of emotion regulation between generations by assessing 218 mother-adolescent dyads. The result indicates that authoritarian and family chronic stress functions as important intergenerational transmissions of emotion regulation.

This research is interesting to do because many issues regarding mental health experienced by adults start with inappropriate parenting patterns that cause trauma to children into adulthood. This phenomenon is often referred to as the 'inner child'. As previously defined by Firman and Russell (1994), the inner child is the journey of

human life, including past events that are hidden and impact human life. This phenomenon has recently been experienced by many people. There is a lot of talk about the inner child, which is raised in various media, such as articles, podcasts, and movies; one of them is a movie entitled "*Nanti Kita Cerita Tentang Hari Ini*" (*One Day We'll Talk About Today*) (2019). The film, based on the novel by Marchella FP and directed by Angga Dimas Sasongko, tells the story of a family that has feelings of anxiety that have been buried for years, from childhood to adulthood.

Although there are various studies on expressive speech acts, and parental communication styles, research on the relationship between language aspects, especially speech acts and parental communication styles is rarely done. Hence, the aims of the study are to look for the expressive speech acts used by parents and which communication style is categorized. More specifically, two questions are formulated: what expressive speech acts do parents use as their communication style? And what is the style of communication included in the parent's speech? Because this research discusses parenting and linguistics, the term "Parenting Linguistic" or abbreviated as "Parentinguistics" was introduced. It is hoped that this research can contribute to the parenting world about linguistic aspects to care for children. Thus, it is important to note that, in terms of parenting, the use of certain languages must always pay attention to the context and situation at hand.

Literature Review

Pragmatics is a branch of linguistics that discusses the context of an utterance in a situation (Leech, 1983). In every conversation, especially with parents to children, there must be a purpose, such as conveying, advising, expressing feelings, or asking children to do something. In pragmatics, utterances that give rise to action are called speech acts (Yule, 2006). From a pragmatic perspective, three actions can be performed by an utterance, namely; locutionary, illocutionary, and perlocutionary (Searle, 1969). Locutionary act is the basis of an utterance or which has a meaningful expression. Meanwhile, illocutionary speech is a speech by a speaker delivered communicatively that has a purpose. Then, perlocutionary means an utterance that has an effect because the speaker influences the hearer to do something. In one speech, it is possible to occur only locutionary, illocutionary, or perlocutionary, or even contain all three at once (Rohmadi, 2017).

Searle (1971) categorized speech acts into five types: (1) representative or statements believed by speakers such as facts, conclusions, and descriptions. (2) commissives or statements to push speakers to do something in the future such as promises, threats, etc. (3) declarations or statements that can change a situation such as a president's speech, or the pastor's ceremony. (4) directives or utterances to order someone to do something such as orders, advice, and requests. (5) expressive or actions that aim to express the speaker's feelings, both happiness and misery, such as congratulating, apologizing, and empathizing. This research is focused on finding expressive parental speech acts that lead to authoritarian or permissive parenting styles.

Child nurturing or parenting is defined as how parents raise children from infancy to adulthood. Parenting influences children's development in their mental health (Bornstein, 2013). Therefore, the use of parenting style must be considered. There are various kinds of parenting styles introduced by parenting experts. As

described by Buri (1991) in his journal entitled "Parental Authority Questionnaire", there are three types of parenting styles introduced, namely, authoritarian, permissive, and authoritative. (1) Authoritarian parenting styles tend to shape, control, and evaluate children's behavior according to the standards adopted by the family; (2) While the permissive style is a parenting style that avoids punishment and tends to accept, and affirmative towards the child's wishes and behavior; (3) Parents who are authoritative are those who try to direct their children in a rational and problem-solving-oriented way (Baumrind, 1971). This research only focuses on permissive and authoritarian parenting styles because these styles are centered on parental power, while authoritative styles, or what Edy (2020) refers to as peers, are centered on parents who listen and appreciate children's opinions so that children feel valued and listened to by parents.

Some researchers succeeded in examining the parenting style. Uji et al. (2014) tried to validate the Japanese version of the Parental Authority Questionnaire and verified its reliability and validity by researching 1320 people in Japan, including employees, students, and hospital staff members, to recall and evaluate their parenting in relation to their current mental health. The result shows that mothers have been more authoritative than fathers. Both paternal and maternal authoritarian parenting styles worsen their mental health later. Lo et al. (2020) examined the relationship between anxiety and internet addiction among children in Hong Kong and the effect of permissive parenting styles by assessing 227 fourth and fifth-grade students. The result shows that parenting styles are influential in the prevention of internet addiction. Muzzammil (2022) discussed a variety of parenting styles and emphatic communication in parenting by observing parents in a family. The result shows that emphatic communication is effective and applicable in nurturing children.

2. Method

This research is qualitative descriptive research using a pragmatic approach. The data in this study are in the form of textual data taken from a film entitled "*Nanti Kita Cerita Tentang Hari Ini*". The film was chosen because it raised the theme of kinship related to parenting styles to the inner child phenomenon that many adults have recently experienced. The data in this film were collected using the watch and note method. The researcher watched the entire film and noted every expressive speech act uttered by parents related to authoritarian and permissive parenting communication styles. After the data is collected, the analytical technique introduced by Spradley (2016) is used. The technique consists of four phases: domain analysis, taxonomy analysis, componential analysis, and finding cultural themes. In the domain analysis stage, the theory from Yule (2006) regarding expressive speech acts is used to distinguish whether each parent's utterances can be categorized as expressive speech acts or not. Furthermore, in the taxonomy analysis stage, the theory from Baumrind (1971) was used to classify each expressive speech act as authoritarian or permissive. Then in the componential analysis stage, all of the data is associated with the theory. Finally, at the finding cultural theme stage, the component analysis results are summed up for each relationship.

3. Findings

This section discusses the findings and analysis of authoritarian and permissive parental expressive speech acts in film *Nanti Kita Cerita Tentang Hari Ini (One Day We'll*

- (1) Ayah: Jangan pernah... lepaskan... adik-adikmu. Mereka tanggung jawabmu.
(Never... release... your sisters. They are your responsibility.)
- (2) Ayah: Tugasmu untuk menjaga adik-adikmu.
(It's your job to take care of your younger siblings.)

That two utterances told when Awan had an accident, and Father even stressed Angkasa (Awan's older brother) always to take care of his younger siblings even though his younger siblings were adults. The utterances delivered by these speakers are expressive speech acts as a form of excessive worry by the father, which aims to force the interlocutor.

3.1.4. *Interrogating Function*

Interrogating means asking questions of someone closely, aggressively, or formally. Here are some data that indicate interrogating expression.

- (1) Ayah: Kenapa Awan bisa naik MRT dan menyeberang jalan sendiri?
(Why can Awan take the MRT and cross the road by herself?)
- (2) Ayah: Ayah minta kau untuk jemput Awan di kantor, 'kan?
(Dad asked you to pick up Awan at the office, right?)

The context of that two data is when a motorbike hit Awan because she crossed from the MRT station of her own accord, Father instead questioned why Awan was not picked up at the office and used the MRT to Angkasa. Even though the father's utterances were in the form of questions, these utterances also expressed the father's curiosity for his child in an intimidating way. The the two expressions are categorized as expressive speech acts, which have the purpose of interrogating that were delivered implicitly.

3.1.5. *Emphasizing Function*

Emphasize can be defined as stressing something when speaking or making something clearly defined. Below are speech acts that indicate emphasizing.

- (1) Ayah: **Dengar, Ang.** Saya minta jemput Awan di kantor artinya harus jemput di kantor. **Mengerti?**
(**Listen, Ang.** I asked you to pick up Awan at the office mean that You had to pick up at the office. **Understand?**)
- (2) Ayah: **Mulai besok, kau tak boleh pulang sendiri.** Mas Angkasa akan jemput kau setiap hari di kantor.
(**Starting tomorrow, you can't go home by yourself.** Angkasa will pick you up every day at the office.)

The context of the speeches told after Awan had an accident, Father emphasized that Angkasa had to pick up Awan right at her office. The father's words were a form of excessive fear so that similar incidents would not happen again by affirming way. Both of these data are categorized as expressive speech acts which function to emphasize.

3.1.6. *Scolding Function*

Scold can be defined as speaking angrily to someone to show disapproval of their behavior. Here are some expressions to show scolding.

- (1) Ayah: **Hei, coba telepon Kale itu.** Suruh kembali lagi.

(Hey, try to call Kale. Tell him to back again.)

- (2) Ayah: Mas Angkasa tahu tugas kakak itu apa? Ya, kan, Mas? **Jaga adik-adikmu. Ini apa?**

(Angkasa, do you know what a brother's task is? You know right? **Take care of your siblings. Then, what is this?**)

Findings (1) tell the story of when Awan came home late at night and her father was waiting for him. Father scolded Awan and asked Awan to call Kale to take responsibility for his actions. Whereas findings (2) tell the story that when Awan was late to come to the exhibition because he went out with Kale, her father scolded Angkasa for being negligent in his duty to look after Awan and instead introduced Awan to someone who had a negative effect on Awan. Thus, these two findings are included in the expressive speech act of scolding.

3.1.7. *Expecting Function*

Expecting means thinking or believing something will happen. It also can mean that someone should behave in a particular way or do a particular thing. Here is some speech to show expectations.

- (1) Ayah: Seorang kakak itu menjaga adik-adiknya. **Supaya apa? Supaya adik-adiknya merasa aman.**

(An older brother takes care of his younger siblings. **For what? For younger siblings feel safe.**)

- (2) Ayah: Kalau misalnya ayah dan ibu sudah tak ada... **yang menjaga adik-adiknya siapa?**

(If father and mother are gone... **Who will protect your sisters?**)

In both examples, told when Awan was born, her twin brother died. The father advised Angkasa to always take care of his younger siblings, so they would not lose again. So that the expression can be categorized as an expressive speech act that aims to expect the speech partner.

3.1.8. *Accusing Function*

Accuse means belief in someone's guilt or thinking that someone has done something bad. Here is an expression that indicates accusing.

Ayah: **Sejak kenal Kale**, sekarang Awan jadi pulang malam. Keluyuran terus. Susah dihubungi. Tak bisa ditelepon.

(**Since knowing Kale**, now Awan is coming home late. Keep wandering. Hard to contact. Unable to call.)

The context in this example is that Father thinks that since Awan knows Kale, Awan often comes home late and is difficult to contact. So that the expression can be categorized as an expressive speech act in the form of accusing.

3.1.9. *Astonishing Function*

Astonishing can be described as being extremely surprised by something. Here are some expressions that indicate astonishment.

- (1) Ayah: **Apa kau pernah berpikir selama ini kau tak kekurangan karena siapa?**

(Have you ever thought that you have not lacked because of whom?)

- (2) Ayah: Ayah pertaruhkan professional supaya kau dapat pekerjaan yang kau impikan. **Harusnya kau berterima kasih.**
(Dad bet on the professional so you get the job you dream of. You should be grateful.)

The background of these two expressions was the disappointment of Awan, who could return to work at the firm of his dreams because of her father's connections, where his father thought that Awan was ungrateful for his father's efforts. These two expressions are classified as expressive speech acts to express astonishment.

3.1.10. Disappointed function

Disappoint is sad or displeased because something has failure. It also can be defined that something was prevented from being realized. As in the data below.

- Awan: Ayah, sekarang semua tahu Awan dapat pekerjaan bukan karena kemampuan, tapi karena koneksi ayah!
(Dad, now everyone knows Awan get job not because of ability, but because of dad's connections!)

Awan's expression was classified as an expressive speech act because she expressed her disappointment at her father, who used his connections to get her to work again at her dream firm, even though it was delivered implicitly.

3.1.11. Worried Function

Worry means anxious about the actual or potential problem might happen. Here is some speech show worry.

- (1) Ayah: Saya minta Mas Angkasa untuk menjemputmu setiap hari karena hampir kehilanganmu.
(I asked Mas Angkasa to pick you up every day because I almost lost you.)
(2) Ayah: Buktinya begitu perintah Ayah dilanggar saya hampir kehilangan kau lagi!
(The proof is that once Father's order was disobeyed I almost lost you again!)

The next expressive speech act function is to show concern. The two examples are set when Awan has an accident and her father relates the accident to an accident that Awan had when she was a child. So her father ordered Angkasa to pick up Awan right at her office so that past events would not happen again.

3.1.12. Blaming Function

Blame means declaring that someone is responsible for a fault or wrong. Here are some utterances indicates blaming.

- (1) Ayah: Perdebatan tadi di pameran tak perlu terjadi kalau kau mudah dihubungi. Menurut kepada ayah
(The debate at the fair doesn't need to happen if you're easy to contact. obedient to father.)
(2) Ayah: Perubahan sikapmu akhir-akhir ini itu juga sedikit banyak karena pengaruhmu, Mas Angkasa.
(The change in your attitude recently is also more or less due to your influence, Mas Angkasa.)

The two dialogues are set when Awan is late to attend an exhibition of Aurora's work because she is going out with Kale. Father's remark (1) was aimed at blaming Awan for her change in character after meeting Kale. Meanwhile, Father's words (2) were aimed at blaming Angkasa for bringing Awan together with Kale. So that these two utterances are classified as expressive speech acts for blaming speech partner.

3.1.13. *Satirizing Function*

Satire means the use of humor, irony, or ridicule to expose and criticize people. This utterance indicates satire.

Ayah: Kau belajar di mana? Menjadi rajin dan pintar membantah. (Where did you learn? For being diligent and clever in arguing.)

The last expressive speech act function found is satire. The story is told when Angkasa and Kale are blamed for making Awan change her attitude. Awan denies what her father is accusing her of but replies with the insinuation that now Awan is good at arguing.

3.2. **Authoritarian and Permissive Communication Styles of Parents in Film *Nanti Kita Cerita Tentang Hari Ini***

Buri (1991) formulated three parenting styles: authoritarian, permissive, and authoritative. This research only focuses on permissive and authoritarian parenting styles because these styles are centered on parental power. Authoritative styles are excluded since they are centered on parents who listen and appreciate children's opinions so that children feel valued and listened to by parents (Edy, 2020).

3.2.1. *Authoritarian Communication Style*

Authoritarian parenting styles tend to shape, control, and evaluate children's behavior according to the standards adopted by the family. Here are some utterances that reflect an authoritarian communication style.

- (1) Ayah: Aku tak peduli maunya Awan.
(I don't care what Awan wants.)
- (2) Ayah: Mulai besok, kau tak boleh pulang sendiri. Mas Angkasa akan jemput kau setiap hari di kantor.
(Starting tomorrow, you can't go home alone. Angkasa will pick you up every day at the office.)
- (3) Ayah: Perdebatan tadi di pameran tak perlu terjadi kalau kau mudah dihubungi. Menurut kepada ayah.
(There's no need for that debate at the fair if you're easy to contact. Obedien to father.)
- (4) Ayah: Camkan di hati kalian masing-masing. Tak pernah terbersit di hati ayah, untuk mengekang, kau, kau dan kau.
(Keep in your mind. It never occurred in my heart to curb you, you and you.)

These utterances can be categorized as examples of authoritarian communication styles. In expression (1), the speaker explicitly states that he does not want to care about his child's wishes. One of the characteristics of an authoritarian parent is not wanting to listen to their child Edy (2020). The characteristics of

authoritarian parents are also shown in expression (2) when the father was prepared to be firm with Awan when he had an accident and disobeyed her father to be picked up by her older brother at the office. Furthermore, parents who are authoritarian are addressed when Awan's father scolds Awan for coming late to the Aurora exhibition as in expression (3) because one of the characteristics of authoritarian parents is forcing their children to obey the rules that are made. The last expression is that authoritarian parents tend to be less sympathetic to their children. In expression (4) the father feels that he does not intend to curb the desires of his children, but they think otherwise and are limited by their own father.

3.2.2. *Permissive Communication Style*

Permissive parenting style avoids punishment and tends to accept it, and is affirmative towards the child's wishes and behavior. These are utterances that indicate a permissive communication style.

- (1) Ayah: Kau masih mengerjakan maket? Nanti kita kerjakan bersama? (Do you still working on the mockup? Shall we do it together?)
- (2) Ayah: Buat apa keluarga kalau semua mau dikerjakan sendiri. (What's a family for if you want to do everything by yourself?)
- (3) Ayah: Ini yang kau mau dari SMA, 'kan? Apa salahnya Ayah mencoba membantu? (This is what you want from high school, right? What's wrong with Dad trying to help?)
- (4) Ayah: Ayah minta kau untuk jemput Awan di kantor, 'kan? (Dad asked you to pick up Awan from the office, right?)

These examples are expressions conveyed by parents and indicate permissive parenting patterns. In expressions (1) and (2), it can be classified as a permissive attitude because it tells the story of when the father suddenly canceled dinner when his youngest child could not come because she still had work. This shows that parents do not believe in the abilities of their own children. Furthermore, in expression (3) can be said to be a permissive attitude because the story behind is when Awan got her job back because of her father's connections. This shows that Awan's father is not sympathetic to Awan who wants to get a job because of her own hard work. This actually made Awan feel disappointed. Meanwhile, phrase (4) was uttered to interrogate Angkasa (Awan's older brother) to pick up Awan directly at the office but Angkasa instead picked her up at the MRT station. Even though Awan is an adult and has the right to decide what she wants. This can be classified as a permissive attitude because it limits Awan from adapting to its surroundings. If this attitude continues to be nurtured, it can cause the child's social soul not to grow so that there is no sensitivity to their surroundings.

4. Discussion

This study focuses on the relationship between authoritarian and permissive parenting styles on expressive speech acts. From the research conducted, the authoritarian and permissive parental communication styles influence the development of the child's character. Parents who communicate with children in an authoritarian and permissive manner tend to cause wounds and trauma to children and even the parents themselves (Hazizah, 2019; Uji et al., 2014). Even children do not have trust in their parents, so parents can be obstacles for children in realizing their

goals. As exemplified in the film, when a character named Awan wants to achieve her goals with her hard work, her father is too much in protecting and helping Awan. Apparently, this started with the death of her twin brother when they were still babies and continued into adulthood. As stated by Sjöblom et al. (2018), experiences during childhood affect a person's whole life in the way they adapt and relate to other people, whether family or not, such as friends, teachers, partners, etc. Even in the way they raise their own children in the future. This is also reflected in the film when a character named Angkasa fights with his girlfriend because he is too demanded to look after his younger siblings, so his personal life is neglected. Childhood events that carry over into adulthood in psychology are often referred to as the inner child.

According to Firman and Russel (1994), inner child is a phenomenon in which the journey of human life is hidden in the past and influences their lives. Weston (2009) added that the inner child influences specific strengths and knowledge into adulthood. Therefore, one's childhood experience needs to be guarded not to grow the inner child phenomenon in someone. This can be started with the way parents talk to children.

In accordance with the focus of the discussion, in the film studied there are various kinds of functions of expressive speech acts conveyed like; accusing, blaming, scolding, etc. This shows that expressive speech acts have very diverse functions in conveying certain feelings. Most of these functions tend to show negative expressions because it focuses on authoritarian and permissive parenting styles. Like when the father's character scolds Awan that do not obey him.

Furthermore, the search for both authoritarian and permissive parental communication styles can be found in the film. The authoritarian communication style is characterized by restraining and forcing the listener. In the film, authoritarian utterances by parents actually cause children to rebel to get what they want. In fact, often this can lead to quarrels between parents and children. As told in the film, when a character named Awan violates her father's prohibition not to come home late, this results in a fight between Awan and her father. As has been proven by Uji et al. (2014) that the authoritarian parenting style has various negative impacts on the mental development of children in the future. In contrast to the restrictive authoritarian style, the permissive parenting style is the way parents treat children by giving them everything without the opportunity to use their abilities. This can cause children not to develop and will continue to depend on their parents. However, this is contrary to what is in the film. When the father gives what Awan wants even without saying it, it does not necessarily make Awan a person who depends on her father. Awan wants to be independent and prove to her father that he can achieve her desires like her older siblings. In other words, a permissive parenting style can inhibit independence and even children's expectations. As stated by Uji et al. (2014), permissive parenting styles, especially from the paternal side, tend to trigger symptomatic problems (an indication of something that is not going as expected) compared to the maternal side.

5. Conclusion

In the world of parenting, parents apply various parenting styles to their children. Each of these styles has its own influence on the growth of a child's character. The parenting style of parents to children can be seen in the way parents communicate with their children. All forms of communication can be viewed in terms of language. From the research that has been done, the film "*Nanti Kita Cerita Tentang Hari Ini*"

contains many expressive speech acts, especially those with negative functions, such as blaming, accusing, and scolding. This negative function is a form of how parents communicate authoritarian or permissive. In the film, it is proven that the authoritarian parenting style has a negative impact on children such as closing themselves off and violating the rules made by parents. However, the film does not find a permissive parenting style that causes children to depend on their parents. This is shown by children who instead want to prove to their parents that they can be independent and have the right to decide for themselves what they want. Hopefully, this research can contribute to the parenting world about linguistic aspects to care for children. Thus, it is important to note in terms of parenting, the use of certain languages must always pay attention to the context and situation at hand. Therefore, further research is recommended to examine the relationship between parents' language form and children's behavior.

References

- Baumrind, D. (1971). Current Patterns of Parental Authority. *Developmental Psychology*, 4(1, Pt.2), 1-103. <https://doi.org/10.1037/h0030372>
- Bornstein, M. H. (2013). Parenting and Child Mental Health: A Cross-Cultural Perspective. *World Psychiatry*, 12(3), 258-265. <https://doi.org/10.1002/wps.20071>
- Buri, J. R. (1991). Parental Authority Questionnaire. *Journal of Personality Assessment*, 57(1), 110-119. https://doi.org/10.1207/s15327752jpa5701_13
- Edy, A. (2020). *Mendidik Anak Tanpa Teriak dan Bentakan* (Cetakan Kedua). Noura Books.
- Firman, J., & Russell, A. (1994). *Opening to the Inner Child: Recovering Authentic Personality*. Psychosynthesis Palo Alto. <https://books.google.co.id/books?id=b3HqtgAACAAJ>
- Hazizah, N. (2019). Permissive Parenting Effect Toward Emotional Development of Early Childhood. *KOLOKIUM Jurnal Pendidikan Luar Sekolah*, 7(1), 1-8. <https://doi.org/10.24036/kolokium-pls.v7i1.17>
- Kemal, E., Rahmat, W., & Damayanti, M. (2020). *Conflict of Parents On Social Media Towards Their Children Online School Assignments During The Covid 19 Pandemic*. <https://www.semanticscholar.org/paper/CONFLICT-OF-PARENTS-ON-SOCIAL-MEDIA-TOWARDS-THEIR-Kemal-Rahmat/16906470fa94888f4e1ebbd2a22286c815daa599>
- Leech, G. N. (1983). *Principles of pragmatics*. Longman.
- Lo, B. C. Y., Lai, R. N. M., Ng, T. K., & Wang, H. (2020). Worry and Permissive Parenting in Association with the Development of Internet Addiction in Children. *International Journal of Environmental Research and Public Health*, 17(21), 7722. <https://doi.org/10.3390/ijerph17217722>
- Muzzammil, F. M. (2022). Parenting Communication: Penerapan Komunikasi Empatik dalam Pola Pengasuhan Anak. *IKOMIK: Jurnal Ilmu Komunikasi Dan Informasi*, 2(2). <https://doi.org/10.33830/ikomik.v2i2.3881>
- Nida, N. A. (2022). An Analysis of Parents' Speech Act In Scolding Their Children. *Proceeding STAI Rakha Amuntai*, 1, 82-91. <https://jurnal.stairakha-amuntai.ac.id/index.php/proceeding/article/view/199>

- Parent, J., Forehand, R., Merchant, M. J., Edwards, M. C., Conners-Burrow, N. A., Long, N., & Jones, D. J. (2011). The Relation of Harsh and Permissive Discipline with Child Disruptive Behaviors: Does Child Gender Make a Difference in an At-Risk Sample? *Journal of Family Violence*, 26(7), 527–533. <https://doi.org/10.1007/s10896-011-9388-y>
- Pratiwi, W., & Laila, M. (2020). Speech Act Use in Parenting Style toward Children Self-Esteem in Bad Moms Movie. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2), 288–299. <https://doi.org/10.30605/25409190.195>
- Rohmadi, M. (2017). *Pragmatik: Teori dan Analisis*. Yuma Pustaka.
- Ryckebusch, C., & Marcos, H. (2004). Speech Acts, Social Context and Parent-Toddler Play Between The Ages of 1;5 And 2;3. *Journal of Pragmatics*, 36(5), 883–897. <https://doi.org/10.1016/j.pragma.2003.10.019>
- Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language* (1st ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9781139173438>
- Searle, J. R. (1971). *The philosophy of language*. Oxford University Press.
- Shaw, Z. A., & Starr, L. R. (2019). Intergenerational Transmission of Emotion Dysregulation: The Role of Authoritarian Parenting Style and Family Chronic Stress. *Journal of Child and Family Studies*, 28(12), 3508–3518. <https://doi.org/10.1007/s10826-019-01534-1>
- Simon, A. I. D. (2022). Communication in Healthy Parenting: The Interplay of Positive Parenting Strategies and Parents' Communication Styles. In S. Ali Samadi (Ed.), *Parenting – Challenges of Child Rearing in a Changing Society*. IntechOpen. <https://doi.org/10.5772/intechopen.101026>
- Sjöblom, M., Öhrling, K., & Kostenius, C. (2018). Useful Life Lessons for Health and Well-Being: Adults' Reflections of Childhood Experiences Illuminate The Phenomenon of The Inner Child. *International Journal of Qualitative Studies on Health and Well-Being*, 13(1), 1441592. <https://doi.org/10.1080/17482631.2018.1441592>
- Spradley, J. P. (2016). *Participant observation* (Reissued [i.e. New edition]). Waveland Press.
- Uji, M., Sakamoto, A., Adachi, K., & Kitamura, T. (2014). The Impact of Authoritative, Authoritarian, and Permissive Parenting Styles on Children's Later Mental Health in Japan: Focusing on Parent and Child Gender. *Journal of Child and Family Studies*, 23(2), 293–302. <https://doi.org/10.1007/s10826-013-9740-3>
- Yule, G. (2006). *Pragmatik*. Pustaka Pelajar.