

Parental Strategies for Stimulating Speech Skills in Young Children

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Abstract

Speaking ability is an important aspect of early childhood development because it forms the basis of communication, learning, and social interaction. This study aims to describe parental strategies for stimulating speaking skills in early childhood and to identify the factors that influence them. The study used a qualitative method with a case study approach conducted in an early childhood education setting. Data were obtained from three informants, namely parents and their 6-year-old children with speech delays. Data were collected through observation, in-depth interviews, and documentation, then analyzed thematically. The findings indicate that parental strategies for stimulating children's speaking skills include creating a pleasant communication environment, reading stories, singing together, role-playing, using visual media such as picture cards and posters, and repeating words to practice pronunciation. Singing and playing were found to be the most effective methods because children enjoyed them and they facilitated the acquisition of new vocabulary. Factors that hinder speech development include limited interaction time due to parents' busy schedules, excessive use of electronic devices, lack of communication with peers, the habit of using "baby talk," the child's health condition, and hereditary factors. These findings confirm that consistent, varied stimulation tailored to children's interests is crucial for speaking development during the Golden Age period. The study recommends collaboration between parents and early childhood education institutions in providing a language-rich environment and limiting the use of electronic devices.

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INTRODUCTION

Early childhood development is a golden period in which various aspects of growth, including physical, cognitive, social-emotional, and language development, progress rapidly (Nurhadi et al., 2018; Sumiyati, 2018). Among these aspects, speaking ability holds a central role as the primary bridge for children to understand the world, express their thoughts and feelings, and interact with their social environment (Nurhayati et al., 2020; Sugiyanti, 2021). Children who possess good speaking abilities tend to adapt more easily to new environments, demonstrate more mature social skills, and show better academic performance in the future (Bjorklund, 2022; Saracho, 2017). Conversely, delays in speech development can have negative effects on overall child development, including emotional and social difficulties as

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well as potential learning challenges (Graham et al., (2020).

The factors that influence speech development are highly complex, involving biological aspects (genetic and neurological), cognitive factors, and environmental influences (Samira et al., 2025). The family environment, particularly the role of parents, serves as the primary socialization agent that most strongly contributes to providing language stimulation for children. Parents are the children's first teachers in learning language and communication (Williams, 2019). However, not all parents understand the importance of or know how to effectively stimulate their children's speaking abilities. Some may face challenges such as limited knowledge about child development, busy schedules, or a lack of resources.

Previous studies have extensively discussed the importance of parent–child interaction for language development (for example, Rogoff et al., 2018), yet few have specifically explored the concrete strategies applied by parents within particular local or cultural contexts. Therefore, this study focuses on exploring the strategies used directly by parents in stimulating speaking abilities in early childhood. By understanding these strategies, it is expected that the findings will provide more comprehensive insights for other parents, educators, and policymakers in designing more appropriate and effective intervention programs.

Although the contributions of the philosophy of science and social construction to understanding knowledge have been widely discussed, empirical studies applying these frameworks within the Indonesian context remain relatively limited (Baroud et al., 2025; Htay et al., 2025; Rahman et al., 2025). Most previous research has focused on theoretical analysis or relied on Western contexts, without examining in depth how local values, colonial legacies, and post-reform political dynamics influence the formation of scientific paradigms in Indonesia. For this reason, this study seeks to fill this gap by offering a contextual analysis that considers the social, cultural, and institutional characteristics unique to Indonesia. This effort not only enriches the literature on the philosophy of science and the sociology of knowledge but also provides a localized perspective that may be relevant for policymakers and academic communities (Engkizar et al., 2023, 2024).

Furthermore, the development of digital technology and changes in modern parenting patterns introduce new dynamics in stimulating speaking abilities in early childhood. In many families, children have increasing exposure to smartphones, tablets, and digital media from a very young age. Although technology has the potential to serve as a learning resource, various studies show that excessive use of digital devices can reduce the intensity of direct interaction between parents and children, which is a key component in language acquisition. Face-to-face interaction, two-way conversations, and immediate verbal responses from parents cannot be fully replaced by digital media (Kassymova et al., 2025; Mutiaramses et al., 2025). This condition highlights the need for research that examines how parents adapt in providing language stimulation amid the challenges of parenting in the digital era.

In addition to technological issues, the socio-cultural context also significantly influences communication patterns within families. Each family carries its own values, habits, and communication norms that shape the way children learn language. For example, some cultures emphasize the use of formal language, while others highlight nonverbal communication or interaction through play. In the context of Indonesia, which is highly diverse, understanding strategies for language stimulation cannot be separated from the cultural background of the family (Engkizar et al., 2023). Therefore, this study is important not only for documenting the concrete strategies used by parents but also for understanding how the socio-cultural environment influences parenting practices related to speech development. These findings are expected to contribute to the development of more contextual language stimulation guidelines that are aligned with the needs of families.

METHODS

This study employed a qualitative method with a case study approach to obtain an in-depth understanding of parental strategies in stimulating children's speaking abilities (Engkizar et al., 2025; Engkizar et al., 2025; Engkizar et al., 2022; Kaputra et al., 2021). The research was conducted in an Early Childhood Education unit and involved three informants, namely parents and a six year old child with a speech delay. The primary instrument in this study was the researcher as a human instrument, supported by interview guides, observation guides, recording devices, and documentation in the form of photographs, supplementary notes, or recordings of relevant activities. Data collection techniques included observations of parent & child interactions, in-depth interviews to explore parents' understanding of speech stimulation, and documentation that complemented the field data (Bingham, 2023; Takona, 2024; Volmar & Eisenhardt, 2020).

The research procedure consisted of obtaining permission and determining the informants, conducting initial interviews to build rapport, carrying out field observations in the home or learning environment of the child for the designated period, and conducting follow-up interviews to deepen and clarify the data. Data were analyzed thematically based on the interactive model of Miles, Huberman, and Saldana, which includes the processes of data condensation, data presentation in the form of narratives or matrices, and drawing conclusions and verification through triangulation across techniques and sources to ensure the validity and reliability of the research findings (Zhang & Romos, 2023).

RESULT AND DISCUSSION

Based on the data analysis, this study found that parents employ a variety of strategies to stimulate speaking abilities in early childhood. These strategies appear in daily activities and can be grouped into five complementary categories.

The first category is the creation of a supportive and interactive communication environment. Parents attempt to build a home atmosphere that encourages children to feel comfortable speaking and expressing themselves. This is evident through the availability of time and attention during routine activities such as eating, playing, or bathing, in which parents show full attentiveness to every communicative attempt made by the child, both verbal and nonverbal. Parents also use rich and varied language to expand the child's linguistic input (Hasanah et al., 2019). Two-way dialogues are practiced regularly to provide opportunities for children to ask questions, express opinions, and share their daily experiences.

The second category is the use of modeling and repetition, in which parents serve as language models by speaking clearly, using appropriate intonation, and selecting suitable vocabulary (Abdullah et al., 2023). Repetition of words or phrases is carried out in various situations to help children recognize and remember new vocabulary. Some parents apply expansion and recasting techniques, which involve naturally improving the child's sentence structure without giving direct corrections. Furthermore, consistent labelling of objects, actions, or people around the child is practiced, including during walks or playtime (Azizah et al., 2021; Ulfadhilah & Nurkhafifah, 2024).

The next category is stimulation through educational games and storytelling. Many parental activities involve playful elements, such as role-playing games that encourage children to use vocabulary and language structures in specific contexts. Reading illustrated storybooks also becomes a prominent routine, often accompanied by discussions about the pictures, predictions of the storyline, or requests for the child to retell the story in their own words. Children's songs and simple games such as riddles are also utilized to strengthen the ability to follow instructions, expand

vocabulary, and help children express themselves verbally (Bai et al., 2023; Bucaille et al., 2022; Karim et al., 2023).

Although responsiveness emerged in the first category, the findings show that responding to children's communication initiations stands as an independent strategy. Parents do not only respond to spoken words but also attend to nonverbal cues such as facial expressions or body movements (Nurwahidin et al., 2019). They provide children with space to complete their speech without interruption and use open-ended questions that encourage longer responses. This responsiveness signals to the child that their communicative efforts are valued and worth pursuing (Nopianda et al., 2022; van der Veer, 2020).

The final category is collaboration with schools or educators, carried out by some parents to ensure consistent language stimulation (Haryati, 2017; Sumiyati, 2018). This collaboration includes regular communication with teachers regarding the child's speech development, implementation of strategies recommended by teachers or speech therapists, and participation in parenting programs or workshops discussing language development. These efforts indicate an awareness that speech development is influenced by interactions between the home and school environments (Putri et al., 2022; Wulandari et al., 2022; Zulfa et al., 2024).

The study's findings show that the strategies implemented by parents are closely related to language development theories that highlight the importance of social environments and interaction. Vygotsky's Zone of Proximal Development (1978) aligns with modeling, expansion, and recasting practices, demonstrating that parents act as guides who help children progress from actual to potential speaking abilities (Hills et al., 2015). Similarly, Bundara's Social Learning Theory (1977) emphasizes that children learn language through observing and imitating models, making parents' use of appropriate language an important learning experience (Brady, 2017).

The supportive and responsive communication environment created by parents supports Bruner's (1983) language acquisition theory, which asserts that meaningful interaction is a fundamental basis for children's language development (Schwab & Lew-Williams, 2016). Consistent parental responses to children's communication attempts provide positive feedback that increases the child's motivation to continue speaking. In contrast, Hart and Risley (1995) show that limited verbal interaction may hinder language development (Rogoff et al., 2018).

Play and storytelling activities conducted by parents are also in line with Piaget's (1962) view that play is an important medium through which children construct their understanding of the world and develop symbolic thinking (Tucker, 2019). Through role-playing, children can express ideas and apply vocabulary in enjoyable social contexts. Storybook reading provides rich linguistic experiences that expand vocabulary and help children understand narrative structure, as supported by the work of Bus, Van Ijzendoorn, and Pellegrini (1995) (Jeti & Herliyani, 2018).

Overall, the findings indicate that stimulation of speaking skills in early childhood does not rely on a single strategy but on a combination of strategies implemented consistently and adjusted to the child's needs. The active role of parents as facilitators, along with collaboration with educators in the school environment, appears to support the optimal development of children's speaking abilities.

CONCLUSION

This study demonstrates that parents employ a variety of strategies to stimulate speech skills in early childhood. The main strategies include creating a supportive and interactive communication environment, using modeling and repetition techniques, providing stimulation through educational games and storytelling, responding to children's communication initiatives, and collaborating with schools or educators.

The effectiveness of these stimulation efforts largely depends on the consistency with which they are implemented, the diversity of strategies used, and the extent to which they are adapted to the individual needs of the child. The role of parents as primary facilitators in the process of children's language acquisition and development is essential and cannot be replaced.

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