

Parenting on Mother for Children with Speech Delay: A Case Study in Successful Parenting

Sabrina Ade Soura and Dewi Retno Suminar

Faculty of Psychology, Universitas Airlangga, Surabaya - Indonesia

Keywords: Parenting, Mother, Speech Delay

Abstract: Speech delay could affect development in children, parenting has become an important factor on speech delay as a cause to improve the speech ability of children. Parenting in this research focusing in how mother did a good way to apply parenting behavior, that can make a child have to survive and improve their speech ability. The result is expected to give knowledge about good parenting, in which it could help in accordance to child with speech delay, and help mother to try improve their child ability even though many aspect in their life get consequences. This research uses the qualitative approach, using intrinsic case as a study method. The subject of this research are three mothers, who each of them is the main caregiver for their children with speech delay issue, and had overcome it. The data acquired using semi-structured interview and analyzed using thematic analysis theory driven. From this research, it could be concluded in which a mother could overcome speech delay in their children using three parenting aspects. The first aspect of parenting is parental support, the other aspect is behavioral control and psychological control. Three of them are shown in mother's behavior, this behavior is accordant on Bandura social cognitive and the implemented parenting that caused by many factor are accordant on purposive behavior.

1 INTRODUCTION

Speech delay is a problem which occurs on children. Children are said to have speech delay when their oral ability is underdeveloped compared to their peers significantly (Hurlock, 1978).

In Indonesia, there are data which shows how speech and language delay in children is a common case, even one of the most common. The data came from a 2007 report, compiling data from 7 hospitals in Indonesia. As Anna reported, the percentage of children having trouble with their oral development is around 6% to 19% (Widodo, Syarvani, Wisnugroho, and Kurniawan, 2014)

Children who suffer from speech delay go through plenty consequences in many aspects of their life. According to Tiel (2007), it is explained in which speech delay in children will affect their ability to communicate, thus cause hindrance in socializing. This will prevent the children from having the chances to sharpen their playing skill and put their social acceptance in danger. Besides, children with speech delay will experience difficulty in reading, which is a basic skill they needed to master in school. Directly, their academic skill and achievement will be affected.

There are many causes for speech delay in children. The most common causes, according to Tiel (2007), are ear health and condition, delay in development, pronunciation support, intelligence, parenting, information processing, and psychological factor. Parents have pertinent role for improving speech ability in children. This correspond to Santrock (2012) saying, in which parenting in oral development can be seen from how parents show their support, not only through discipline and practice.

Data shows how language development in children are affected by parents' education, revenue, and parenting. From a research show that the implementation of good parenting by parents has 20,19 times chance to have children with better language development (Muryanti, et al., 2016). Good parenting have the role to fulfill their children's need, and this fulfillment will occur alongside with their children development (1992, in Andayani and Koentjoro, 2004). Parenting itself considered from how parents guide, control, and accompany their children in doing their development task (Baumrind, 1996).

However, parenting is not a one-way technique as explained by Barber, et al., (2005), parenting

involves relationship between parents and children in an interaction pattern, which is shown from their behavior and pattern. In this case, behavior and pattern that make parenting with special child, including speech delay, can help improve their child ability to gain a good speech and others good ability for school or social activity. Parenting which is conducted here is warm, fully accepting, giving understanding, and able to give appropriate response according to the children needs (Garbarino and Benn, 1992).

There are three aspects of parenting which was put forward by Barber, et al., (2005), these three aspects represent the parenting behavior of parents. The first aspect is parental support, to show affection to children and display acceptance of parents to their children. The second aspect is behavioral control, which is shown to implement discipline over children. The third aspect is psychological control, which is shown by giving negative reinforcement to children.

Social cognitive perspective by Bandura explained about stimulus allocation to children which result in certain responses, nevertheless the process still implicates the cognitive aspect. What is meant by involvement of cognitive aspect is by studying behavior as a result of imitating (Jarvis, 2017). The learning done by children from imitating what their mother do as caregiver and role model receives an expected response. This is in line with Barber, et al., theory (2005) which explains about a parenting aspect, parental support, shown by giving example in words pronunciation, singing, complimenting, doing activities together, listening to children and give them questions. Modification on how mother behave as role model could also define how the behavior of children formed.

Behavior shown by mother to children is an intended behavior, which is based on purposive behaviorism. Effort that is implemented by mother in improving her children ability to speak is shown in three parenting aspects by Barber, et al. (2005). Parental support and psychological control are intended to make children show more of their speech ability, and behavioral control is proposed to discipline the children. The mother behavior as an effort is affected by surrounding stimulation, psychological encouragement, heredity, accepted training, and age (Schultz and Schultz, 2013). These are according to parenting factors by Bigner and Gerhardt (2013), the parenting factors became intervening variable in giving stimulus and creating expected response.

Parenting must be taken earnestly by parents for there are effects to children with speech delay. Including mother who holds the most pertinent role in parenting in the family. Parenting in Indonesia is

known to mostly done by mother, in both to educate and tend after the children. In research conducted by State Ministry for National Family Coordinating Board (1999, in Briawan and Herawati, 2008) mentioned that 50% of mothers assume that parenting is a mother responsibility, while the other 40% assumes it is both parents' responsibility to hold. This is also supported by another small research about the role of father in family. The result shows that father is the breadwinner and help the household only if he has to (Elia, 2000).

Looking into the effect of parenting into children development, in this case their development in speaking. Writer is interested to focus on the parenting on mother for children with speech delay that success, by observing how mother parenting aspect could limit speech delay on children and what are the factors behind the implemented parenting. This research take a positive focus in parenting, it means behavior in parenting have goals, called purposive behaviorism, and in this case shown by mother to improve speech ability in their child. This study is expected to benefit the reader, especially mothers. To enable them to give a positive and good parenting they could do, while adjusting to the existing culture.

2 METHOD

Participants in this research are determined by purposive sampling, purposive sampling is a method for taking sample with some specific criteria (Sugiyono, 2011). There are three mothers with child who suffered speech delay. These three subjects are the main caregiver in the family, especially to their children with speech delay. Child of these three subjects are diagnosed with speech delay early, at different ages. The diagnose is from a relevant individual. This research, the speech delay cases are not limited by age, duration, and cause of the speech delay itself.

The first subject is a 44-year-old housewife, the second is a 27-year-old housewife and entrepreneur, and the third subject is a 34-year-old housewife who owns a store.

This research uses qualitative approach which generate descriptive data on observation of human behavior in their environment. The qualitative type used is case study. With this type, researcher could explore in detail on the case, involving many sources as a suitable informant for the case and to collect an in-depth data (Creswell, 2007 in Ilhamsyah, 2015).

This research utilize interview to achieve data from subject about the research topic. Interview according to Sugiyono (2011) is a technique

addressed to discover problem to be inspected and be used to know a lot more about subjects in-depth. The usage of semi-structured interview is far more unrestrained compared to structured interview, nevertheless still have a fixed reference and limitation. Later, data exploration will be gained more and more open in the practice (Sugiyono, 2011).

The research question is being formulated based on parenting theory by Baber, et al., forming research question helped by relevant individual to be rater that reach good question. Research questions are dynamic, so process inquiry could be done in order to achieve a deeper data. Interview are carried out two times each participant, duration for interview between one hour until one hour and half.

Organization and data analysis used in the research is descriptive technique. According to Miles and Huberman (1984, in Sugiyono, 2011), descriptive technique is used by reducing data, present data, and do verification by drawing conclusion based on facts.

The data analysis use thematic analysis technique to code from information, which later will result in list of theme, theme model, and even qualifications which are related to the theme or a combination of those (Poerwandari, 2011). However in that analysis technique, researcher utilize theory driven as a base. According to theory driven approach, there are a few steps in doing analysis. First, the code based on theory, which will become focus of this research. Second, to consider and write codes that could be implemented on acquired data. Third, to confirm the reliability. Fourth, to apply the codes on data. Fifth, to decide on the validity and draw an interpretation that suit the theory (Boyatzis, 1998).

3 RESULT

Speech delay which children experience in this research has difference in cause. Child of subject 1 (N) go through speech delay because of encephalitis at 13 months old. This hindrance the development of the child. The second subject child (M), however has different cause. The child was known to have speech delay at the age of 1,5 years old and diagnosed with dyslexia at the age of 5. Both children suffered from non-functional speech delay which is the result of abnormalities in brain (Leung and Kao, 1999). While the child of the third subject (S), recognized her child having speech delay at the age of 1,5 years due to the lack of stimulation to talk. Referring to Tiel (2011) the second subject child's speech delay was due to parenting issue.

From this research, three subject showed behavior that represent all of the three parenting aspects. All subject showing their behavior that indicate characteristic behavior from parental support, behavioral control and psychological control. The most implemented aspect of parenting is parental support, in which plenty of love is shown in this aspect. The other aspect is behavioral control, whereas rules and surveillance are given to supervise the activity on child at school. The last aspect is psychological control, and it is implemented for the children to achieve understanding of their own mistake, and caregiver should show different emotion when children make mistakes. Based on behavior that showed in subjects, they have different factor behind.

The implemented parenting is caused by the difference in experience within the family, environment, and children. Along with the understanding from mother about the suitable parenting for children, understanding about condition of the child and find out how to deal with child, and the approach used to discipline the children.

4 DISCUSSION

The implementation of parenting appears different in each individual, in this research is parenting done by mother. Especially to children with speech delay. Moreover, parenting became one of the factor children could go through their speech delay, caregiver role could stimulate children speech development by drawing them into oral conversation (Craig, 1996). Inviting the children to talk is done by every mother in this research, they did this effort as one of the ways to support their child development. The mother behavior in showing her effort to develop her child become stimulus and given to the child in order to draw them to talk.

Parenting that involves parents relationship in the process has three aspect which is shown in form of behavior and pattern (Barber, et al., 2005). The three subjects have shown all aspect are applied to their child, however, using different ways.

The first parenting aspect is parental support. The three subjects show that this aspect is done to their child by giving affection since understanding their child condition. N and M affection are shown during the therapy process. N and M accompany their child to provide comfort for the child. On subject S, she showed affection by signing the child into a Maternal and Child Health Centre program. Some behaviors to improve the child speech ability

made the mother behavior as a model to be imitated, in this case when the subject engage the child to talk. A study according to Bandura (Schultz and Schultz, 2013), this involve the child cognitive which made modelling process become an effective study.

The three subjects have similarity in their parenting support by showing affection and encouragement. This behavior shown by giving comfort to child, showing concern, understanding and giving affection to child (McNeely and Barber, 2010). However, all children from the subjects are not showing their worry by storytelling, instead they show it through their behavior. While the behavior explained that children could tell about their worry (McNeely and Barber, 2010).

The second aspect is behavioral control, in implementing the parenting, subjects tend to surveillance the activity if their child, subject N look after her child by involving herself in many activities that the child has. Subject M supervise her child at home, outside she gave trust to her child. On the other hand, subject S supervise her child by seeing her child during break time at school and report from the teachers.

Supervising their child is done by the subjects to be aware of how they develop. Some rules are applied by the subjects to prevent danger for the child and to form consistency in matters categorized as good. The subjects' behavior has purpose in forming discipline in children, in accordance with Tolman (Schultz and Schultz, 2013) that behavior has purpose.

The third aspect is psychological control, and the subjects show little behavior in this aspect. The three subjects have similarities in conducting guild to their child. Subject M and S question their child until the child tell the things they have done wrong. On the other hand, subject N gave fore warning to her child before the child made the mistake that can cause grief and if the grief has happened. Then the child will acknowledge that he or she is wrong and feel guilty.

The three subjects also show difference in their inconsistent emotional response. Subject N understand that if her child made a mistake, the child will be punished by the school, however she does not have the heart to. On subject M, she understands that if her child make mistake, she could not punish using anger. On the other hand, subject S when she does not understand what her child wants, she let her child be and seek to find out because she feels sorry.

The difference in implementation on parenting is also known from what is the reason behind the subjects behavior. Subject N habit of keeping her

child above 6 pm is due to the culture of Javanese people, subject will wake her child is she or he is still sleeping. Subject M and S is another case because they are not influenced by culture.

The effect on family experience from the three subjects also show difference. Subject N tend to always be with her mother, thus she felt comfort with the presence of a mother. Subject S was taken care by a nanny until she grows up, and what could her family learn is from her father principal. On the contrary, subject M is from a broken home family and she was raised by her aunt, this made her to have little to no experience in that matter. Thus, subject avoid this kind of happening with her child. These three backgrounds have given a positive impact for they look at the bright side of what happened.

Understanding a child development rely on effort in adjusting the way of parenting. Subject N and M adjust their effort by signing their child into therapy to gain a more developed speech skill. Likewise, subject S also stimulate her child by engaging her child in conversation more often, which also done by subject N and M. this come in line with previous research that interaction skill on parents could increase the number of words spoken by their child (Garcia, et al., 2016).

Some parenting behavior done by the subjects are due to how the children behave. Subject N choose to avoid her children to prevent herself from venting her anger to her child, when her child could not fulfil her expectation. The child of subject M is clumsy, and it made her remind her child more often, especially when her child tried to ride a bike. Meanwhile on subject S, her child tends to stay quiet even when he or she wants something, thus cause subject S inability to fulfil what her child actually wants.

The effect of environment in parenting is explained through past and present experience, physically or non-physically, it affects the parenting (Bigner and Gerhardt, 2013). This could be seen in subject N who receive suggestion from other mother in her therapy place to sign her child to school. Likewise, subject S also receives suggestion from her younger sibling. However, on the other hand, subject M is far more affected by experience, like teaching her child to be more thoughtful because her husband is not.

The behavior of mother is also affected by several matters as mentioned by Tolman as behavior factor. These factors are environment stimulation, psychological push, heredity, undergone practice, and age (Schultz and Schultz, 2013). Environment

stimulations is gained from surroundings. Psychological push is shown from what the mother learnt from their experience. Influence from undergone practice is shown in the effect of parenting conformity factor, the main function of parenting and discipline.

Limitations from this study are lack on data about culture background to be a part of parenting factor, lack of perfection in interview guidelines that affects data quality, and less explanation about the study. For further research more explain about factor of parenting more deeper, including in culture background. And can give a better description about parenting behavior when have a special child, especially speech delay.

5 CONCLUSIONS

According to this research, writer can conclude that the three subjects has implement parenting behavior which lean more on parenting aspect, the parental support. The three subjects also show behavior which represent the parenting aspects of behavioral control and psychological control. Although the tendency of their parenting shows similarity, some signs a difference in their behavior. Like how the three subjects supervise their child in different way, however, still with the same purpose. Besides, thee three subjects sow the same behavior in different form in term of inconsistent emotional response. The three subjects implement positive parenting by with parental support dominating, albeit they do not forget to draw rules in order to discipline their child.

Looking at their parenting factor, the most prominent and different factor is from the effect of their family. The different in background made the three subjects assume that the mother existence is important as a caregiver for child. This what cause subjects to try and improve their child speech ability, until the child shows improvement and further develop their ability to talk. Other factor which affect their parenting are environment, child, parenting conformity, main function of parenting, and approach in disciplining the child.

REFERENCES

Andayani, Budi., and Koentjoro., 2004. *Psikologi Keluarga, Peran Ayah Menuju Coparenting*. Surabaya: CV. Citra Media.

Baumrind, D., 1966. Effects of authoritative parental control of child behavior. *Child Development*, pp.887–907.

Barber, B. K., Stolz, H. E., Olsen, J. A., Collins, A. and Burchinal, M., 2005. Parental support, psychological control, and behavioral control: Assessing relevance across time, culture, and method. *Monographs of the Society for Research in Child Developmet*.

Bigner, J. J. and Gerhardt, C. J. 2013. *Parent-Child Relations: An Introduction to Parenting*. Pearson Education.

Boyatzis, R. E., 1998. *Transforming Qualitative Information: Thematic Analysis and Code Development*. Thousand Oaks: Sage Pub.

Briawan, D. and Herawati, T., 2008. Peran stimulasi orangtua terhadap perkembangan anak balita keluarga miskin. *Jurnal Ilmu Keluarga Dan Konsumen*, 1(1), pp.63–76.

Craig, G. J., 1996. *Human Development*. United States: Prentice Hall Inc.

Elia, H., 2000. Peran ayah dalam mendidik anak, 1(April), pp.105–113.

Malik, Sumera., 2014. Frequency of Common Risk Factors in Children with Speech Delay. [pdf] Journal Riphah College of Rehabilitation Science. Available at: <https://www.researchgate.net/publication/274085558_Frequency_of_Common_Risk_Factors_in_Children_with_Speech_Delay> [Accessed Apr 24, 2017].

Garbarino, J., and Benn, J. L., 1992. The ecology of childbearing and childhearing. In Garbarino, J., 1992. *Children and Families in The Social Environment*. New York: Aldine.

Garcia, D., Bagner, D. M., Pruden, S. M. and Nichols-lopez, K., 2016. Language production in children with and at risk for delay: Mediating Role of Parenting Skills. *Journal of Clinical Child and Adolescent Psychology*, 44(5), pp.814–825.

Handayani, Muryantinah M., Suminar, Dewi Retno., Hendriani, Wiwin., Alfian, Ilham Nur. and Hartini, Nurul., 2008. *Psikologi Keluarga*. Surabaya: Unit Penelitian dan Publikasi Psikologi.

Hurlock, E. B., 1978. *Child Development Sixth Edition*. New York: McGraw-Hill.

Ilhamsyah., 2015. *Metode Penelitian Kualitatif (Biografi; Studi Kasus; Fenomenologi; Etnografi dan Grounded Theory)*. [pdf] Academia. Available at: <https://www.academia.edu/12253997/Metode_Penelitian_Kualitatif_Biografi_Studi_Kasus_Fenomenologi_Etnografi_dan_Grounded_Theory_>

Jarvis, M., 2017. *Teori-Teori Psikologi: Pendekatan Modern untuk Memahami Perilaku, Perasaan, dan Pikiran Manusia*. Bandung: Penerbit Nusa Media.

Leung, AK. and Kao, CP., 1999. Evaluation and Management of The Child with Speech Delay. *Am Fam Physician*, 59(11), pp.3121-3128.

McNeely, C. A. and Barber, B. K., 2010. How Do Parents Make Adolescents Feel Loved? Perspectives on Supportive Parenting From Adolescents in 12 Cultures. *Journal of Adolescent Research*, 25 (4), pp.601–631.

Muryanti., Dharmawan, R. and Murti, B., 2016. The Relationship Between Maternal Education, Family Income, Parenting Style, and Language Development

- in Children. *Indonesian Journal of Medicine*, pp.100-107.
- Poerwandari, E.K., 2011. *Pendekatan kualitatif untuk penelitian perilaku manusia*. Jakarta: LPSP3 Universitas Indonesia.
- Santrock, J. W., 2011. *Life Spa Development - 13th ed.* New York: McGraw-Hill.
- Schultz, D. P. and Schultz, S. E., 2013. *Sejarah Psikologi Modern*. Bandung: Penerbit Nusa Media.
- Sugiyono., 2011. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Tiel, J. M., 2007. *Anakku Terlambat Bicara*. Jakarta: Prenadamedia Group.
- Widodo, A. A., Syarvani, A. G., Wisnugroho, S. and Kurniawan, R., 2014. Aplikasi Android Untuk Terapi Gangguan Bicara Pada Anak. In *Seminar Nasional Informatika Medis V 2014*, pp.143–150.

