

CHAPTER III

METHODS OF THE STUDY

3.1 Research Approach

In doing this research, the writer used the qualitative method since the purpose of the study is to describe extratextual interaction employed by maid in reading picture books. As defined by Bogdan and Taylor (1975:5) in Moleong (2000) qualitative method is a research procedure resulted in descriptive data that consists of words, written or spoken, of peoples and behaviors observed. The data were naturally taken in a natural setting. Descriptive is one of the characteristics of this method. According to Bungin (2007) descriptive research is aimed at describing, summarizing conditions, phenomena, and facts occur in the society. Conducting interview and observation were employed in this method to get actual and factual data, and to have comprehensive description of the subject.

Moreover, the writer uses case study approach. Case study is a preferred strategy when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life contexts (Yin 1988). Further cross sectional study is appropriate for this study. Cross sectional is the simplest study of descriptive or observational phenomena that can be done by examining some participants that is carried out in the short period of time. By using this study, it is expected to reveal the tendency of applying the extratextual interaction model produced by maid as the caregiver. Due to the age difference of the participants (children aged 3 – 4 year old), cross sectional study can be the most appropriate study executed in this study.

3.2 Participant of the Study

In this study, the participants were four maids and the 3 – 4 years old children. They all speak Bahasa Indonesia as the first language in their interaction. The children of this participants consisted of two male children aged 3 and 4 year old, and two female children aged 3 and 4 year old.

All the participants live in Surabaya and Sidoarjo. The cities were chosen because there are lots of working mothers who hired maid to help to maintain the house. The relationship between the maid and child is considered average because mother barely has any time to spend with children at home where the maid has more time to spend everyday with the child.

The focus of this study is to find the extratextual interaction produced by maids. Children and maids involved in a reading storybooks activity together. The participants speaks two languages both bahasa Indonesia and Javanese.

3.2.1 Background of the Participant

3.2.1.1 Participant A

Participant A is a 20 year old maid. She takes care of a 4 year old boy with working mother. She completed junior high school in Lamongan and then she works as maid. And as the mother works in a Bank from 8 am to 5 pm in five days of the week, so the 4 year old boy spends his almost whole day with the maid at home. His mother usually works overtime and gets home at about 8 pm. They live in Sidoarjo. They speak Bahasa Indonesia as their primary language at home. The boy is not going to school yet. The boy is very close to the maid, said the mother. They sometimes practice reading books together.

3.2.1.2 Participant B

The second participant is 23 year old maid comes from Pacitan. She is taking care of 3 year old boy. The mother of the boy works as a tailor in a fashion designer's boutique. They live in Surabaya and speak Bahasa Indonesia and Bahasa Jawa in everyday life. The boy is not yet going to school. But sometimes he goes to playgroup twice a week in the afternoon. The mother spends the day from 9 am to 7 pm for six days of the week in her workplace. Because of the long working hour of the mother, the quantity of time that the boy shared with the maid is high. Sharing book reading is one of their activities at home.

3.2.1.3 Participant C

The third participant is 45 year old maid, and 4 year old girl. The maid comes from Trenggalek. She graduated from Elementary school and since then works as a maid in Surabaya and Sidoarjo. The mother of the girl works as an administration officer in a company. The girl is going to playgroup (PAUD) everyday near the house in the afternoon for one or two hours. The mother works everyday from Monday to Saturday from 8 am to 4 pm (Monday to Friday) and 8 am to 2 pm (Saturday). The relationship between the maid and the girl is considered high. Nevertheless reading book together with the maid is their first time. Their language learning activity only use flash cards.

3.2.1.4 Participant D

The fourth participant is 32 year old maid who is taking care of 3 year old little girl. She comes from Gresik. The 4 year old is a girl and she is not going to school yet. The mother works in a Bank not far from the house in Surabaya. The working hour of the mother is Monday to Friday from 8 am to 5 pm. The mother of the girl spends her time more outside the house. In the weekend, she also works her side jobs. Therefore the relationship between the maid and the girl is very close. In addition, they perform the reading book activity at least twice a week.

3.3. Technique of Data Collection

Before starting collecting data, the writer tried to find maids in working parent families which in that family, consist of children aged 3 – 4 year old. The writer asked the working mothers who have 3 – 4 year old children and maids to accompany the children at home. Having asked to some mothers, the writer found four maids and children who did not mind participating in the study. Then the interaction between maid and child was videotaped.

The writer provided four reading materials in Bahasa Indonesia to be read by the maid to the children (see appendix). The books consist of two informational books and two fictional books. Informational book means that the book consist some information that are needed by the children. Fictional book means all the story, the subject of the book are fiction. All those four books have pictures that help to attract the maid to use extratextual interaction.

The maid must read all those four books. While the maids read all the materials to children, the activities were videotaped. Each story took times for at

least 3 – 5 minutes. All those four stories will be finished approximately in 20 minutes top.

All the maids read the books by their own way. There was no recommendation in way to read the books to children. Some participants have already done this activity in their daily life. Some maids that never did this activity before were having difficulties, but they were trying to keep reading even when the children lose the attention of the books reading session.

Finally, all those maids finished the shared books reading activity for approximately 20 minutes. Maids could finish all four books in the time stated. First participant finished in 17 minutes and 12 second, participant B even finished shorter for only 15 minutes and 11 second, next for third participant could accomplish in 15 minutes 4 second, and last for participant D could take in 19 minutes 2 second.

3.4. Technique of Data Analysis

When all data collected and completed, the data were transcript orthographically by writing all the utterances employed by the maids and the children in the videotaped reading activities. Then the data were identified using the coding procedure by Natsiopoulou et al (2003). After that, the coding procedures by Natsioploulou et al (2003) were used to categorize the extratextual interaction occurred during the reading book session. Finally, the finding of extratextual interaction and which the most extratextual interaction frequently used by the maid in reading picture books to children were interpreted in this paper.