

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. Background of the study**

Children's language acquisition topics have been widely discussed by many researchers. Children acquire a language at the level of native competency before aged 5. Children's language development emerged from cognition, emotional, and social interaction and how children come to represent the language in their minds. Children will not learn language normally in the absence of a linguistic environment (Barton & Tomasello, 1994 in Gallaway & Richards, 1994).

Children's language development is influenced by many factors, including the input and interaction surrounds them. Young children are intensely interested in their social world and that early in their development they can understand the intentions of other people (Tomassello, 2003). Therefore interaction between the children and the people they meet everyday is necessary and from that interaction, children will get some language input for their vocabulary or grammar in order to develop their linguistic skill.

In children's early development, children gain the input and interact mostly with family member or non family member who lives together in a house. Family member itself can be the member of nuclear family as mother, father and siblings, and also the member of extended family as grandparent, aunt, uncle and

cousin. Further, non family member like maid, babysitter, or driver, who works with the family in the house, can also give input and they interact with children.

As the primary caregiver, parent has the biggest contribution for the development of children's language acquisition. Parent especially mothers, who gave born the children, has emotional relationship with the children more than anyone else in the family. The interaction between mother and children happen when they are playing together, having meals, going to bed, reading storybooks together, and watching television. The input can be everything that is said or done in the interaction. Mother's involvement through her help, guidance, and modeling literacy behaviors is an important of successful literacy development for children (Morrow 1995 in Morrow, 2000).

Other family members like father also contribute to the development of the children linguistic skill. Unlike mothers, fathers are less familiar with the young child's communicative devices (Gleason, 1975 in Gallaway & Richards, 1994). Siblings as the other family member, can not act as mothers in giving input and interact with children. Even so, siblings might also serve as a kind of linguistic bridge to a wider community of speakers (Mannle & Tomasello, 1994 in Gallaway & Richards, 1994).

Non-family members in this case like maids, and baby sitters can contribute to the development of the children. Since they usually live together, they also take care of the children when the parents are away to work. In big city like Surabaya and Sidoarjo, children with working parent are common. Parent has to leave their children and they have choices in taking care of their children.

Having maids or baby sitters are some alternatives for the parents beside to send the children to a daycare center (*Tempat Penitipan Anak*).

In Indonesia, most of the middle-up economic class families with working mothers tend to have maid than baby sitter to take care of their children at home. This condition is caused by the fact that maid's job description cope lots of things besides taking care of children (Marliah et al. 2002). Maids' jobs are to clean the house, cook, and wash clothes. Therefore, most of them are women. Maids are usually coming from village and they only graduate from junior high school or even only from elementary school. Starting from fifteen years old, they have to look for job since the family cannot afford the tuition fee to continue their education. Another reason is that maids have to work to get money to help their family economy condition in the village by working as a maid in the big city. They chose to work as maids because to become a maid, they do not need to have any specific skills beside to maintain the house and sometimes take care of children (Nuryoto 2003).

In this situation, children with working parent have to spend most of their time at home with maids. Maids and children interact in many activities at home. Usually after doing some of maid's main jobs, maid with children at home will play together, have meals together, and watch television together. These interactions will soon give some input to children in order to develop their linguistic and social skills.

Beside those activities, reading storybooks together can be one of good ways to give input and have a good time in interaction with children. Children aged 3-4 years old already have good response in their interaction with their

environment. When reading book activity happens, the interaction can be seen. Early research found a positive relationship between story reading to preschool children and their future linguistic and academic development (Chomsky, 1972; Durkin, 1966).

Interaction during the storybook reading activity is divided into textual interaction and extratextual interaction. During the process of reading stories, adults do not simply read but often describe pictures, name objects, explain facts, ask children questions, and associate stories with children's experiences (Kaderavek & Sulzby, 1998) which are extratextual interactions in reading storybooks. This interaction creates a context that improves children's development and knowledge, besides what children can achieve by themselves (Natsiopoulou et al, 2003).

In reading storybooks, the extra textual interactions that are elaborated by adults according to Neuman (1996) are attention vocative, bridging, chiming, clarifying, elaborating, feedback, labeling, managing, predicting, recalling and repeating. Same research was conducted by Natsiopoulou et al. (2003). The extra textual interactions that elaborated are the same with Neuman's, but they added one more category which was asking about names.

The coding procedures used by Natsiopoulou et al. (2003) consisting of twelve categories; those are attention, names, asking about names, feedback, repetition, elaboration, organizing the activity, prediction, relating story to real life, recalling information, clarifying, and asking for clarification are found in the mother's extra textual interaction in reading story books to children.

Lately, studies about extratextual interaction in reading storybook to children were done. Previous research was done by Sari (2007) studied Mother's extratextual interaction in reading picture books to children, then Syukri (2009) for parents extratextual interaction, following with Ramdhani and Kurniasari, 2009 for Father's and Sibling's extratextual interaction in reading picture books to children aged 3 – 4 year old. Other studies are about the extratextual interaction produced by aunts, grandmother, and baby sitter. All of the researches above conducted using the theory by Natsiopoulou et al (2003). Nevertheless, interaction and input between the maids and children are never researched. This encourages writer to make a research about extra textual interaction capability in Maid as the caregivers to children in preschool (aged 3-4 years old). This research is under the umbrella research conducted by Masitha A. Syukri in 2009-2010 (Psycholinguistic Lecturer at English Department of Faculty of Humanities, Airlangga University).

## **1.2. Statement of the problem**

As the care giver, maids can give input and interact with children at home for the language development of the children. The input and interaction can happen during reading storybook session between maid and children. Interaction between maid and children is textual and extratextual. The extratextual interaction that occurred in this activity used the coding procedures by Natsiopoulou. Two research questions are as follows:

1. What extra textual interaction is elaborated by maid in reading storybook with children aged 3 – 4 year old?

2. What is the most frequent extra textual elaborated by maid in reading storybook with children aged 3 – 4 year old? Why does it happen?

### **1.3. Objective of the Study**

The objective of the study was to know extra textual interaction and the most extra textual interaction elaborated by maid in reading story books to children aged 3 – 4 years old.

### **1.4. Significance of the Study**

The purpose of this study was to describe extra textual interaction that happens when maid read story books to children that they take care of. This research is expected to enrich the psycholinguistics field in general and in language acquisition topic in specific. Further, this thesis is expected to enrich the former research in extra textual interaction in reading story books to children aged 3 – 4 years old (input and interaction in language acquisition).

In practical, the writer believes that this research can be one of the considerations for parents in developing children's language skill by directing the maid to conduct some activities that help children in their development. Further, this activity may encourage children to love reading books.

### **1.5 Scope and Limitation**

In this research, the writer studied four participants who work as maids. This paper studied those four maids' extratextual interaction in reading story books activity by using Natsiopoulou et al (2003) coding procedures. The story

books reading activity happened between maids and three or four years old children in short period of time. The research conducted in Surabaya and Sidoarjo area. Others factors like educational background, age, working experience, and place of origin of the maids were ignored in this study.

### 1.6 Definition of Key Terms

In this paper, the writer mostly used some words in discussing the extra textual interaction in reading story books. To avoid misinterpretation to the language and the paper, the writer liked to define the words. There are:

**Maid** : A helper that work in a family whose jobs are to cook, to clean the house, to wash clothes and dishes, and sometimes to take care of children. (Naibaho 2010)

**Extratextual interaction** : It is the interaction between reader and listener after and/ or before and even during the reading activity. (Natsiopoulou, Souliotis, and Kyridis, 2003) It is coded into some categories – attention, names, asking about names, feedback, repetition, elaboration, organizing the activity, prediction question, relating story to real life, recalling

information, clarifying, and asking for clarification.

Story book : a number of sheets of paper, parchment, etc. with writing or printing on them, fastened together along one edge which contains of stories, esp. one for children.  
(Dictionary Definition, 2010)