CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Interaction between Maid and Children

Maid, the other person in the family, worked as the caregiver in the family with working parents in today's situation (Roumani, 2005). Since the quantity of time that the maid spent with the children, brought the interaction more frequent than mother. This situation is a significant determinant in the adjustment pattern of children (Hoffman, 1974).

In Indonesia, maids commonly come from villages that have different household facilities and lifestyle with the cities where they work (Nuryoto 2004). This situation makes them have some difficulties in doing the household needs. Further, maids usually graduate from junior high school. That is why they need to be trained to take care of baby and children (Marliah et al. 2002). In having interaction with children, maids do not have broad knowledge about the development. Maids tend to take care of children as their own experience and their own perception. For them, the most important thing in taking care of children is to have the children are not fret and they get enough drink and food (Nuryoto 2004).

Maids may have been trained to take care of children. Some of them soon know how important the development of children is. This knowledge gives more activity to children and maids at home. As language has to be acquired through

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use (Bruner, 1990), parents asked some maids to have good communication with children to emerge the children's literacy development. Further, parents asked the maids to try to set up interaction that promotes children's participation and their complex use of language. From that interaction adult allow children to take part in interactions that they would not have had with younger children (Rogoff, 1990).

2.1.2 Cognitive and Language Development of Children Aged 3 – 4

The golden years, as the scientist said, started from birth to five years old. This is also called the early years of children. During these years, children's cognitive development grows fast. The cognitive development affected by social interaction between children and others. The more frequent the interaction, the better the cognitive development (Vygotski in Santrock, 2005).

Cognitive development is divided into four stages such as Sensorimotor stage, preoperational stage, concret-operational stage, and formal operational stage (Piaget, 1950; in Bolano, 2009). Children aged 3 – 4 years old are in preoperational stage, that they use symbols (words and images) to represent objects but do not reason logically. The children also have the ability to pretend and during this stage children are egocentric.

During this stage, children in their early childhood start to engage in pretend play. They are egocentric in their language (cognitively, not personality trait). It means that children can only view the world from one perspective (Piaget, 1950; in Bolano, 2009)

Further, these early years are also very important years of the language development of the children (White, 2008). At the age of 3 year, children will usually be able to understand 1000 words, about 80 percent of utterances are intelligible even to strangers; grammatical complexity of utterances is roughly that of colloquial adult language (Lust, 2006). They also started to correct some words by themselves (White, 2008).

While children in the age of 4 year will be able to establish some words that is more in style than children aged 3 year. They will understand 1,200 to 1,500 words. Their developmental of theory of mind and communicative intentions are already relevant to language (Mitchell, 1996; Sabbagh and Callanan, 1998). Additionally, they will be able to name common animals, use at least four prepositions (at, on, in, under), pronounce most vowels, diphthongs, and consonants correctly, repeat words and sounds constantly (White, 2008)

2.1.3   Extratextual Interaction in Reading Storybooks

In conducting reading activity, maid may employ some strategies. Natsiopoulou et al (2003) having mother as the story book reader to children, employed extratextual interactions while they were reading picture books to their children. Based on Natsiopoulou et al (2003) mothers tend to use all the coding procedure in order to avoid the children's boredom and draw the children's attention back to the activity. The mother's extratextual interaction with the children during the reading books activity also propose to make the children easily understand what they were reading together.

Natsiopoulou et al (2003) applied the coding procedure by Neuman to investigate verbal interaction between mothers and children. Neuman's experience found that there are twelve elaboration categories of extratextual interaction used by mothers and in Natsiopoulou et al found that the mothers applied all the categories coded in the procedure. Mothers used drawing attention, clarifying, children's feedback, and asking for names more intensively than bridging, prediction, and elaboration. By showing the pictures in the storybooks, mother created more verbal interaction with the children to motivate the children in the process of reading storybooks.

To code the extratextual interaction produced by mother while engaging picture book reading, Natsiopoulou et al (2003) used twelve categories:

1. Attention

   Extratextual interaction proposes to pull children's attention

   For example: By keep calling the children's names: "Can you hear, Irene?" or,

   By drawing children's attention to illustrations: "Can you see the dog?"

2. Names

   Extratextual interaction intends to make children familiar with some names of characters, incidents, objects, and setting.

   For example: "This is a lion."

3. Asking about names

Extratextual interaction that aimed to give questions about the names of characters, objects, incidents, and setting of the story.

For example: "What is she wearing on her head?" or,

"Where is the lion caged?"

4. Feedback

Extratextual interaction that aims at praising, confirming, or correcting children's extratextual interaction.

For example: "Yes, Snow White was pretty." Or,

"No, he was not dropping pebbles; he was dropping crumbs."

5. Repetition

This is verbatim repetition of children's words or phrases.

For example: a child   : "a dog"

               A parent   : "a dog"

6. Elaboration

Extratextual interaction intends to elaborate the children's words or phrases; it is usually in the form of adding some extra information.

For example: a child   : "a bee"

               A parent   : "a flying bee"

7. Organizing the activity

   Extratextual interaction through which children are kept intrigued by the story.

   For example: "I'm going ahead"

8. Prediction

   In this extratextual interaction, reader asked question to children with a view to giving information about facts and incidents in the story that have not yet been told.

   For example: "What did the animals do next?"

9. Relating the story to the real life

   This interaction is commentary and questions to children with a view to relate the plot of the story to everyday experiences and informing them about facts and objects in the story.

   For example: "What color is your own toothbrush?" or,

   "We drive a car, the used to drive a cart."

10. Recalling information

    Extratextual interaction aims to make children recall some information, events, settings and characters that are told in the story.

    For example: "what is the name of the monkey?"

11. Clarifying

    This extratextual interaction aims to motivate children by describing, explaining words, and interpreting character's attitudes.

    For example: "Wow, Monci has lots of fruits in the forest"

12. Asking for clarification

This coding proposed to motivate children to describe or interpret the characters' attitudes in the story.

For example: "Why do you think they were happy?"

Those coding procedure categorized by Natsiopoulou et al is used in this study. The writer will find the extratextual interaction elaborated by maid in the reading activity with children aged 3 – 4 years old. Then, the writer can find the frequency of the extratextual interaction employed and the reason of using the category.

2.2 Review of Related Studies

The studies about parent and children interactions during the storybook reading in order to the language development of the children have been largely recorded. One of the researchers that studying about the language development said that language development could be built through the interaction between adult and children in story book reading (Neuman, 1996). In Neuman's research, she suggested that the abstraction level of the extratextual interaction occurring during reading stories was related to the parents' reading skills.

Neuman (1996) divided the parents' ability in reading story book to children by the socio-economic status. According to McCormick & Mason, 1986; Mullis, Campbell & Fastrup 1993 in Neuman, 1996 the differences of the poor and the have remain substantial. Parents with low reading skills were more frequent in terms of the categories that were categorized as low-level abstraction

(i.e., reading simultaneously, phrase repetition), whereas language interaction between children and parents with higher reading skills was more frequent in terms of the categories that were characterized as high-level abstraction (i.e., relating the story to a child's daily life, recalling information). In short, Neuman's study indicated the interactions parents created during reading some types of text. Then it was concluded into eleven categories which are (1) attention vocative, (2) bridging, (3) chiming, (4) clarifying, (5) elaborating, (6) feeding back, (7) labeling, (8) managing, (9) predicting, (10) recalling, (11) repeating. The interaction between the low and high proficiency readers is different. The low one focused on the textbook materials only, while the proficient tend to have conversation with the children.

Another study was conducted by Natsiopoulou, Mimis, and Kyridis (2003) in the model of interaction in storybook reading between children and adult. The study investigated the techniques that Greek families employed during storytelling to their preschool children. Natsiopoulou et al. divided the study into two parts which were the first part discusses the story types chosen and storytelling techniques employed by Greek families with their preschool children, and the second part examined the extratextual interactions between parents and children during storytelling.

The studies conducted by Neuman (1996) and Natsiopoulou, Mimis, and Kyridis (2003) configured that most parents who have high educational background occupied the story reading than in narration. Unlike the high educational status parents, the lower one preferred narration than the story reading.

Next study related to interaction in the shared-book reading activity was conducted by Kassow (2006). Kassow examined and discussed the relation between parent-child shared-book reading and young children's developmental outcomes within the context of the parent-child relationship. Kassow took 33 participants of parents and children two to eight year old. The authors, then, tested those participants by dividing them into two categories: (1) the study operated the frequency of shared-book reading activity conducted (per week), using the quantitative method, and (2) the study operated the frequency of shared-book reading as the part of a composite measure that included qualitative components of parent-child joint-book reading, thus the qualitative and quantitative method utilized. The outcome measures in the study examined three literacy constructions: language skills, reading skills for toddlers (emergent literacy), and reading achievement (school-aged children).

Moreover, the study about the frequent parent-child shared book reading interaction is related to literacy outcomes for young children (Bus, van Lizendoom, & Pelligrini, 1995 in Kassow, 2006). The frequency of shared-book reading activity associated with language skills, emergent literacy, and reading achievement of school-aged children. In this case, socioeconomic status did not play a prominent role in outcomes; hence, the difference between the participants who come from the low and the high socioeconomic status did not show significant number. Second, the study showed that positive behaviors of parents, for instance being warm, and supportive, could affect the children response to the activity, such as being enthusiastic, and attentive to the shared-book reading interaction. Overall, the study by Kassow (2006) could not clearly determine if

quality or frequency of interaction was more important. While Bus et al (1995) did not examine quality as an entirely separate component.

All the studies above are conducted in western countries such Greek, and American based family. Their cultural background is almost the same. In Indonesia, previous research about extratextual interaction has been done several times. Mother's extratextual interaction in reading picture books to children aged 3 − 4 years old studied by Sari 2007, has found that mothers employed all categories in the coding procedures according to Natsiopoulou et al. 2003. Other researches are father's extratextual interaction studied by Ramdhani 2009, sibling's extratextual interaction studied by Kurniasari 2009, aunt's extratextual interaction studied by Rizka 2009, grandmother's extratextual interaction studied by Herawati 2010 and last but not least babysitter's extratextual interaction studied by Pratikto 2010. From those studies that have been conducted, maid's extratextual interaction is not being studied yet. To complete extratextual interaction employed by member of nuclear and extended families in reading storybook to children' research (an umbrella research by Syukri, 2010), the writer would like to have deep focus in discussing maid' extratextual interaction in reading picture books to the children in three to four years old. This study is expected to enrich the psycholinguistics field with the study of adults and children interaction in reading activity interaction, and the background of knowledge from the previous studies.