

CHAPTER I

INTRODUCTION

1.1. Background of the study

Children language development can be seen from many aspects, specifically through the words they speak, or from the vocabulary they used. The children language development can be improved naturally by the children interaction with surrounding and also through the song they listened or learned, television they watched, dialogue or conversation they heard and also books they read, specific way used here, book reading. In book reading, as they can identify signs in their surroundings earlier than identify alphabets and words, story books become an essential way in language learning for children at early age. Story books in this case are books containing picture and narrative.

Story book for children is usually filled with the combination of narrative story and the illustration whose portion is most covered for them. It is because that, as said before, children are firstly aware in recognizing picture, as a form of sign than alphabet and words. When children have not yet been able to read alphabets, the pictures talk much. In other words, the pictures simply tell the story. Story book helps children in learning new vocabularies since they can get the “real description” of things through the pictures drawn on the story book. The pictures help the children to imagine the things mentioned in the story. Children can also learn about colors through those pictures. As also mentioned before that at early age they cannot read yet to get the more depiction of the story, this is

where the role of adults surrounds them, which mostly represented by their parents, is needed.

Adults around the children can help in book reading as process of language learning. Their role in this book reading is to read the story for children, but to make the children interested in story book reading, adults must have some strategies. When they are reading the stories, they may not only read what written in the text since interaction with children may happen. With the adults' guidance and involvement, story book sharing provides opportunities for children to discuss the story that they hear. During the reading, the children are sometimes interested in asking or giving comments on things in the stories. It makes the adults describe the pictures or make illustrations, explain facts, ask questions back, give feedback, relate the stories to children's daily life, and even to their experiences. The interaction during book reading activity is called extra textual interaction. Natsiopoulou et.al (2003) described it as the interaction occurs between adult and children during the activity of story book reading.

Some researchers were interested in analyzing extra textual interaction produced by adults in story book reading. One of the researches was done by Natsiopoulou, Souliotis, and Kyridis (2003). They conducted a research about extra textual interaction used by Greek parents during story book reading with their preschool children. 112 parents were recorded when they did narrating and storytelling. As the result, the way they told the stories and the strategies of extra textual interactions depended on parents' educational status. Parents with low educational status tended to choose narrating while parents with high educational

status preferred storytelling. Extra textual interactions were also more common among parents with high educational status. Surprisingly, most of extra textual interactions conducted by the participants were categorized as low level abstraction which contains children's feedback, asking for label, intervention for drawing attention, and clarifying. In contrast, only a small percentage of the extra textual interactions were categorized as high level abstraction which contains bridging, elaboration, and prediction.

As children are considered small and vulnerable, they cannot go far from their family or any part that is socially responsible in protecting them. However, some parents can barely spend time taking care of their children especially to have book reading activity as a daily routine. Parents' reason of having been busy forces them to get children caregivers. Some of the parents choose their extended family such as children's grandparents or aunt and uncle to look after their children. But some other prefers to entrust their children to babysitters. Babysitter is employee by family either a live-in or live-out basis who is essentially responsible for all case of the children in the home, in a largely supervised setting. Babysitter usually gets three months training in children care giving. Babysitter is often hired by middle-high economic class parents who have not enough time to be shared with their children. Furthermore, the children are taught to get used to call their babysitters with "mbak" (Javanese term of elder sister), but this mere a daily address.

Babysitter is basically an outsider, regarding to the children family, because of her blood-line difference. As living in metropolis city, where recently the hiring

of 'outsider' or non-relative person as a caregiver of most family's children increases, it turns out to be the most important role in children development is this 'outsider'. This study has far more neglected in the study of children development. That is why, started from this point, the study of extra textual interaction between baby sitter and children is being paid attention then took out to be the main issue here. Still, this issue has been neglected, there is a little almost no study or research about children development through the hand of baby sitter, the writer only found previous researches about extra textual interaction employed by parents during story book reading. It makes the writer interested in conducting a study about extra textual interactions conveyed by babysitters in their picture book reading activities with the children they took care. Since there are some types of children books, the writer specifically used only story books which contain descriptive picture to be given by the babysitters to the children. Besides this type of books is designed attractively, it may become a media for the children to enrich their knowledge in a joyful context.

1.2. Statement of the problem

Based on the background of the study written above, the writer conducted a research about extra textual interaction found in story book reading between babysitters and children. This is regarding the fact that during this activity, adults do not only read but also ask questions, describe pictures, name objects, and relate stories with children's experiences. In this research, the questions are as follows:

1. What extra textual interaction categories are elaborated by babysitters in reading story books to children aged 3 and 4 years old?
2. What is the most frequent extra textual interaction elaborated by babysitters in reading story books to the children?

1.3. Objective of the study

Based on the statement of the problem, this research aims to find out the type extra textual interaction occurred in story book reading between babysitters and children. The second objective is to find out the most frequent extra textual interaction elaborated by babysitters in reading story books to the children.

1.4. Significance of the study

The aim of this study is to give a contribution in developing psycholinguistics, especially in language input and interaction in terms of language acquisition. It also gives a real description about the extra textual interaction strategies employed by babysitters, towards the children during story book reading.

The writer hopes that this study will provide some knowledge about the importance of book reading activity to the early aged children, which can help the process of children's language development and linguistic skills such as new vocabularies and word meanings. Thus, babysitters can maintain this activity as daily routines to increase the children language development.

The writer also hopes that through this study, not only babysitters but also the parents can have such a reference about how to create an attractive learning environment. Finally, this study hopefully could be a reference for further research for similar topic.

1.5. Definition of Key Terms

In order to avoid misinterpretation in understanding of this study, the writer provided definition of key terms as following:

Babysitter : Employee by family either a live-in or live-out basis who is essentially responsible for all case of the children in the home, in a largely supervised setting. (Mc Clure, 2008)

Extra textual interactions: The interaction happens between adults and children during story book reading (Natsiopoulou et al., 2003). The extra textual interaction was coded using the coding procedure consisting of twelve categories, those are attention, names, question about names, feedback, repetition, elaboration, organizing the activity, prediction, relating story to real life, recalling information, clarification, and asking for clarification.

Story book : a book containing stories and dominating illustrative pictures usually for children which has information and moral value.