

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

Some researches about extra textual interactions elaborated by adults in story book reading have been done since many years. These researches have formulated similar results, in which mostly, adults employed drawing attention, asking for names, clarifying, and giving feedback.

To identify the extra textual interactions made by adults, Natsiopoulou et al. (2003) used the coding procedures which they replicated from Neuman's research (1996) then added one more category. In this study, the writer also used the same categories to classify the extra textual interactions that are employed during the picture book readings. The categories are following:

1. Attention.

Extra textual interaction proposed to draw children's attention.

For example: "Can you hear, Irene?"

"Can you see the dog?"

2. Names

Extra textual interaction proposed to make children familiar with the names of objects, incidents, characters, and setting.

For example: "This is a lion"

3. Asking about names

Occurs when adults giving questions about the names of objects, incidents, characters, etc. of the story.

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

"Where is the lion caged?"

4. Feedback

Extra textual interaction aims at praising, confirming, or correcting children's extra textual interaction.

For example: "Yes, Snow White was pretty"

5. Repetition

Occurs when adults copying children's previous utterance.

For example: Child : "a dog"

Parent : "a dog"

6. Elaboration

Extra textual interaction in which adults add extra information into children's previous words or phrases.

For example: Child : "a bee"

Parent : "a flying bee"

7. Organizing the activity

Extra textual interaction occurs when children are kept intrigued by the story.

For example: "I'm going ahead"

8. Prediction

Extra textual interaction occurs when adults give some questions about facts and incidents in the story that have not yet been told.

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

9. Relating story to real life

Commentary and questions to children aims 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 tooth brush?"

"We drive a car; they used to drive a cart."

10. Recalling information

Questions to children in order to make them recall incidents and details in the story.

11. Clarifying

Extra textual interaction proposed to motivating picture description, word explanation, and interpretation of characters' attitudes.

12. Asking for clarification

Questions motivate children to describe or interpret the characters' attitudes in the story.

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

2.2 Review of Related Studies

The studies of extra textual interactions between adults and children have attracted researchers to analyze since there are surely distinct features between one to another. Moreover, it is related with the literacy and language development of the children that is specifically seen from the story book reading.

The earlier study of extra textual interaction was conducted by Ninio and Bruner (1978, in Sari, 2007). They did longitudinal study over two years period in observing book-reading activity between mother and her son. The result was that the mother only produced four important utterance types which were: an intentional vocative (e.g., *Look!*); a query (e.g., *What's that?*); a label (e.g., *It's a horse.*); and feedback (e.g., *Yes.*). Moreover, they found out that pictures labeling done by the mother was a respond to the pointing gestures performed by the children.

Susan B. Neuman (1996) also conducted a research with similar theme. 41 parents and their children that were divided into eighteen low proficiency parent readers and twenty-three proficient parent readers participated in her research. From the research, she identified eleven categories of interaction which were: attention vocative, bridging, chiming, clarifying, elaborating, feedback, labeling, managing, predicting, recalling, and repeating.

Neuman also found that the categories of the extra textual interactions depended on the parents' reading skills. Those who had low reading skills developed the categories of attention vocative, chiming, and repeating more frequently. On the other hand, parents with high reading skills or proficient readers employed bridging and recalling of the story categories more often.

In 2003, Triantafillia, Natsiopoulou, Mimis Souliotis, and Argyris G. Kyridis also conducted a research about parents-children interaction. The research was limited only for Greek parents and their preschool students. These 112 parents were allowed to choose the type of stories they were going to read for the children. The extra textual interactions in this research were coded and examined separately for parents and children. They did their research based on previous researches about the same topic. For the coding, they used categories developed by Hammett, van Kleeck, & Huberty (2003) and by Neuman (1996). The categories were the eleven categories used by Susan B. Neuman, and one more category was added which was asking about names. The results were similar. Most of the parents employed low-level abstraction during the reading and only a small percentage employed the high-level abstraction of extra textual interactions.

In Indonesia, a research about extra textual interactions employed by mothers during picture book reading was conducted by Novalia Sari (2007). After recording picture-book reading done by three participants then transcribing the data, she categorized the interactions with the coding procedures used by Natsiopoulou, Souliotis, & Kyridis (2003). As the results, she found that the three mothers employed all categories in the coding procedure, those were, attention, names, asking about names, feedback, repetition, elaboration, organizing the activity,

prediction, relating story to real life, recalling information, clarifying, and asking for clarification. The most frequent extra textual interaction produced by mothers was in the category of organizing the activity. In 2009 there were three similar studies regarding to extra textual interaction in story book reading activity. The first one was done by Farah. Her research was to find the most frequent extra textual interaction category employed by fathers. The second study was done by Yofi who was focusing on the female siblings as the research participants. And the last but not least was the research committed by Juang. She chose aunts as her research participants.