

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teachers play vital roles in the lives of the students in their classrooms. While a child was in school, a teacher was expected to act as a substitute parent, with all the normal forms of parental discipline open to them. The most common role a teacher plays in the classroom is to teach knowledge to children. As any good teacher knows, all students do not learn in the same way. Teachers need to use different teaching methods in order to reach all students effectively in classroom activities. When involves to a classroom activities, There are a great variety of ways to make students interested through active participation in the learning process.

There are many programs in school that aims to develop children's learning process but the basic of all learning is the ability to read and understand words on the page. Putting a few simple strategies into action will make a significant difference in helping students develop into good readers and writers. A story book reading, the event in which an adult read a storybook to an individual child or to a group of children, is widely recommended by educators as an activity of central importance to a young child's literacy development.

In advanced countries around the world, reading is encouraged in children from an early age. Ministry of National Education in (2011) has been conducted a research about Indonesian student's performance in reading and influencing

factors. National policies proposed the systemic reform in aspects that the teachers have to develop their competence in learning activities. Through reading activities teachers can interact with students.

The teacher's aim is to teach and students' goal is to learn. Therefore, teachers must be able to develop ways to interact in storytelling that students can understand within the stories. The use of illustrations in texts and picture books helped to improve comprehension abilities of struggling readers Hibbing and Erickson (2003, in Nicholas et al, 2007). Not only the colorful pictures in the books can attract the students but they can also learn new vocabulary since there are many pictures in the books and they will get the real description about the pictures.

It is critical that every teacher have an understanding of the complexities of the reading process and the skills to implement all of the components of effective reading instruction. The teachers have an important role in guiding their students in the reading book activity. According to Bus (2001, in Kassow, 2006) the children may not be able to enjoy and understand books without guidance and support from an adult. They encourage children to apply learned reading strategies when they are not sure about the text (e.g., rereading, reading ahead, using pictures, looking at the initial consonant, and asking) (Ontario ministry of education, 2003).

In Galuh Handayani Inclusive School, reading storybook is a usual activity. This activity can be included as a way to take care of the students. In this study, the teachers will read a storybook to the students in the classroom.

Therefore, teachers have to explain about the facts, help children ask, answer question to acquire, clarify, confirm information, or relate the story with their student's real experiences in order to make their students understand the story.

In this study the writer uses expository books with full color and illustration. Expository books, also referred to as information or nonfiction books were of interest in this study because of the features that differentiate them from fictional narrative story book, including the text structure, visual design features, linguistic features, abstract concepts, and diversity of vocabulary that they contain.

There have been former studies on mother, father, and siblings about extra textual interaction. But until now there are no studies that discuss about teachers extra textual interaction. Therefore, the writer was inspired to conduct a study about extra textual interaction that employed by teacher in reading expository book to the students in *Galuh Handayani Inclusive School*. There might be some differences between parents or family members and teachers. Teachers may have their own way to give language input for their students by reading storybook. This study is under umbrella research conducted by Mashita A. Syukri in 2012 (Psycholinguistic Lecture at English Department of Faculty of Humanities, Airlangga University).

This study aimed to find out teachers' extra textual interaction in reading expository book to the students in *Galuh Handayani Inclusive School* at grade 4, 5, and 6. Moreover, at that grade almost all the students could read and write although it still needs the guidance of teachers. In this study, the writer also aims

to examine whether teachers may also employ the extra textual interaction categories, proposed by Natsiopoulou et al. (2003). Then, the writer aims to determine the most frequent extra textual interaction categories employed by teachers to students in Galuh Handayani Elementary School.

1.2 Statement of the Problem

In doing the study, the writer has formulated the research questions can be stated as follow:

1. What extra textual interaction categories are elaborated by teachers in reading expository book to their students?
2. What is the most frequent extra textual interaction elaborated by teachers in reading expository book to the elementary students in *Galuh Handayani Inclusive School*?

1.3 Objective of the Study

The objectives of the study based on the statement of the problem, this study aims to find out the extra textual interaction elaborated by teachers in reading expository book to their students. Moreover, this study also to find out the most extra textual interaction elaborated by teachers in reading expository books to the elementary school students in *Galuh Handayani Inclusive School*.

1.4 Significance of the Study

This study attempts to find out the extra textual interaction elaborated by teachers in reading expository book to the elementary school students in *Galuh Handayani Inclusive School*. The aims of this study are to contribute to the study in Psycholinguistics. The writer also hopes that this study can gives real

description to the Inclusive School educators to know better about the important of shared story book reading between teachers and students with special needs such as Autism, ADHD, Down Syndromes, Mental Retarded and other kinds of children with language disorders.

Teaching millions of people to read is part of the government's drive to free them from the shackles of ignorance that have impeded their natural ability to solve problems. This study may also expect to be a reference to support the government as facilitator to increase reading habit awareness. Furthermore, since this is the first study done by English Department student of Airlangga University, it can be the reference of further studies of the same subjects.

1.5 Scope and Limitation of the Study

The scope of this study is about extra textual interaction employed by teachers in reading expository book to the elementary school students in *Galuh Handayani Inclusive School*. The limitation of this study is the writer used expository story book. The writer also observed the interaction between teachers and elementary school students in 4-6th grade in *Galuh Handayani Inclusive School*.

1.6 Definition of Key Terms

The writer considers that it will be necessary to provide description of technical terms in order to avoid misunderstanding. These technical terms are mostly applied in this study:

Expository book : An informational story book design attractively for students (Kissner, 2011).

Extra textual interaction : The interaction that occurs between adults and children during story book reading activity (Natsiopoulou et al. 2003).

Inclusive School : A place that gives disabled children an opportunity to interact with a community of teachers and able-bodied students in a normal school environment. (Gerber,2012)

Teachers : Four teachers who read the storybooks in classroom to the elementary school students in *Galuh Handayani Inclusive School*.