CHAPTER II

LITERATURE REVIEW

2.1   Theoretical Framework

2.1.1   Extra Textual Interaction

According to Vygotsky (1978), children acquire intellectual and linguistic skills through social 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 Bates et. al (1994, In Haliokoupolou, 2008). In interacting with their students especially in reading story books, teachers not only read the printed text, but also there are several strategies employed by teachers in order to make the interaction more interesting so that they can understand about every aspect in the books. Thus, they can create a context that enhances children's development and promotes linguistic and intellectual development, beyond what children can achieve by themselves. Therefore, teachers produced extra textual interaction with their students during reading story books activity.

Natsiopolou et al. (2003) studied about extra textual interactions between parents and children related to the content during storytelling. There were 12 extra textual interaction categories used in describe the data as it is used in Natsiopoulou et al (2003) and the data were classifies and identified into those twelve categories, 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.*

There are twelve categories of extra textual interaction used by Natsiopoulou et al. (2003) as below:

1. **Attention**

   Extra textual interaction with a view to drawing children's attention.

   For example   :   "Can you hear me me, Lina?"

   Or by drawing his attention to an illustration

   "Look at this pig!"

2. **Names**

   Extra textual interaction with a view to making children familiar with the names of objects, incidents, characters, and setting.

   For example   :   "These are the wolf cubs"

3. **Asking about Names**

   Questions about the names of objects, incidents, characters, etc. of the story

   For example   :   "What is the pig holding?"

4. **Feedback**

   Extra textual interaction that aims to praising, confirming, or correcting children's extratextual interaction.

   For example   :   "Yes the pig has befriended the wolves"

   "The benches? This is not a bench. No it is a scaffolding"

5. **Repetition**

   Verbatim repetition of children's words or phrases.

For example :   Child   : "A friend"

                       Mother   : "A friend"

6. **Elaboration**

Extra textual interaction through which a child's words or phrases are elaborated by adding extra information.

For example :   Child   : "This is a door"

                       Mother   : "This is the door of a safe deposit

                                     box"

7. **Organizing the Activity**

Extra textual interaction through which children are keep intrigued by the story.

For example :   "We'll see further down"

8. **Prediction**

Question asked to a child with a view to giving information about facts and incidents in the story that have not yet been mentioned.

For example :   "What kind of house are they going to build?"

9. **Relate Story to Real Life**

Commentary or 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 :   "No, they do not have a tap"

                       "Do you see that they have a bathtub as we do?"

10. Recalling Information

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

11. Clarifying

Extra textual interaction with a view to motivating pictures, description, word explanation, and the interpretation of characters' attitudes in the story.

For example   :   "Here, he is even dancing!"

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?"

The writer applied this theory in her study because she think that it would be interesting to find out teacher's extra textual interaction in reading expository book to the elementary school students in *Galuh Handayani Inclusive School* to provide access to primary education to all children. Considering that teachers as a role to helping in the development of children's education when they were in school. The writer chooses expository books in doing this study. Expository books, also referred to as information or nonfiction books were of interest in this study because of the features that differentiate from narrative storybooks, including the text structure, visual design features, abstract concepts, illustration and diversity of vocabulary that they contain.

According to Manning (2004, in Nicholas, 2007) Illustrations are associated with the initial stages of reading and one of their functions is to help children understand that print has meaning before they actually can read. The main function of illustrations in a child's picture book, if the author has done his or her job correctly, is to illuminate the text (Heins, 1987). Without the illustrations, today's emergent readers may have a more difficult time with the processes of learning how to developing recall and comprehension skills, and even vocabulary acquisition and development.

Moreover, what makes expository books different with narrative is narrative or a fiction book conveys experience, either real or imaginary, and uses time as its deep structure (Kissner, 2011). Furthermore, they learn to provide visual details of scenes, objects, or people to depict specific actions (movements, gestures, and expressions). So it means that teacher who read narrative story book can be easy to hone their story telling skills even further, they can develop the story within. Another case with expository books, it is to conveys information accurately it addresses matters such as types "how things work?" or "why things happen?".

2.1.2 Teacher-student Interactions

Every day, teachers make countless real time decisions and facilitate dozens of interactions between themselves and their students. Thurmond (2003) defines interaction as the learner's connection with the content of course, other learners, the instructor, and the medium of technology in certain course which all result in a close exchange of thoughts and ideas. While Lier (1988) believes that

interaction in the classroom creates the best learning of language through the real performance and the increased knowledge. Through interaction, students can increase their language store as they listen or read materials. Students may have the opportunity to develop their production of language as they listen to their teachers in the classroom.

Muntner (2008) describes ten dimensions of teaching into one of three broad categories: emotional support, classroom organization, and instructional support. Later in the classroom organization that refers to the ways teachers help children develop skills to regulate their own behavior and maintain interest in learning activities. She also mentioned about the instructional learning formats, how teachers engage students in activities and facilitate activities so that learning opportunities are maximized. This can be a reference to that when the teachers was in the classroom they should be able to develop ways to interact with their students. One of the ways is through reading story books. Thus, through extra textual interaction produced by teachers in reading story can keep student engage with the activities in learning process.

2.2 Review of Related Studies

The first related studies was conducted by Neuman (1996) in her research on *Children Engaging in Storybook Reading: The Influence of Access to Print Resources, Opportunity, and Parental Interaction.* She conducted a study which observed parent-child in storybook reading interactions. 41 parents and their children, who divided into 18 low proficiency parent readers and 23 proficient parent readers, were involved in her study. From this study, eleven categories of

interaction were identified and classified into (1) attention vocative (2) bridging (3) chiming (4) clarifying (5) elaborating (6) feedback (7) labeling (8) managing (9) predicting (10) recalling (11) repeating and one more category was added which was *asking about names*. She found that the abstraction level of the extra textual interaction occurred during reading was related to the parents' reading skill.

Natsiopoulou, Souliotis and Krydis (2003, in Herawati 2010) examined the approaches used by Greek parents in reading story books to their preschool children. The sample consisted of 112 families. The stories were classified as narration and the families choose the stories. The extra textual interactions involved in the stories were coded on the basis of content and were examined separately for parents and children.

The specific coding procedure was based on other research on storytelling that examined adult and children's extra textual interaction (Hammett, van Kleeck, & Huberty, 2003) which consists of twelve categories that are similar with eleven categories used by Neuman (1996).

Results indicate that the way in which a story was told and the characteristics of the extra textual interactions between parents and children depended on a parent's educational status. The total numbers of extra textual interactions, only a small percentage were categorized as high-level abstraction (bridging, elaboration, and predicting). Most extra textual interactions were described as low-level abstraction (children's feedback, asking for label, intervention for drawing attention, and clarifying).

In 2008, Halikiopoulou presents the results of a Greek study on the extra textual interactions between mothers and their preschoolers during repeated readings of the same story book. Eleven mothers with tertiary and eleven mothers with secondary education were participated in this study and they read out loud the book "The three little wolves and the big bad pig" to their 4-5 year old children. The specific coding procedure was based on previous research (Natsiopoulou,Souliotis, Kyridis 2003) and was involving the following extra textual interaction categories, following ten of the twelve categories made by adults which are: (1) Names, (2) Question about names, (3) Repetition, (4) Relating the story to real life, (5) Recalling information, (6) Prediction, (7) Clarifying, (8) Question about clarification, (9) Parallel reading, (10) Letters and writing.

From her study, they found that mothers with a tertiary education during the first reading made more extra textual interactions overall, as well as more verbal exchanges in the low level abstraction categories: organizing the reading, names, clarifying, and in high-level abstraction category relating the story to real life. Meanwhile, mothers with secondary education during the second reading made more extra textual interactions overall, as well as more verbal exchanges in the low-level abstraction categories: clarifying and attention.

In 2009, Price, Hammet & Kleeck conducted a study which observed a comparison between storybook and expository book conditions in talk during book sharing between parents and children. The purpose of the current study was to compare the discussion that parents and preschool children engage in while

reading two genres of books, storybooks and expository books. When they study the interactions that take place during book-sharing routines, they analyze the extra textual interaction, that is, the talk that goes beyond actual text reading. They believed that several aspects of parents' talk have importance, including the amount of talk and the content of the talk. They also found that the use of praise and feedback during book sharing has revealed that these utterances serve to acknowledge and encourage children's verbal and nonverbal participation and attention.

The stories that were analyzed were chosen according to the type of material (literary or general knowledge book) and the discourse type (fiction or poetry). Thus, the sample comprised 28 (narrative) story texts and 28 expository texts.

As the result, the study found that storybooks and expository books differ in the diversity of vocabulary, the text of the expository books was found to have significantly higher vocabulary diversity. Storybooks and expository books also differ in the types of visual design features they include that can support understanding of concrete and abstract concepts.

Another study in 2009 by Ramdhani aimed to figure out fathers language input in a form of extra textual interaction to their children aged 3-4years old performed in a picture books reading. There were 16 data collected from four secondary caregivers who are fathers of high educational background. There were 12extra textual interaction categories used in coding the data as it is used in Natsiopoulou,et al, (2003). However, not all four fathers employ all 12 extra

textual interactions. From all extra textual interaction appeared, fathers mostly employed low level abstraction (asking about names, feedback, names, clarifying, and repetition). Among all categories, asking about names appeared to be the most frequent extra textual interaction performed because it is apparently part of father conversational style and the use of picture book also stimulates more asking about names.

The studies above have concerned on the parents and children during reading story books. The writer interested in investigating teachers' extra textual interaction in reading expository books because teachers can have a significant influence on a student's development. When the students were not in home, a teacher is a living example and as a substitute parents in school, and they may stimulate student's future sensitivity to inquisitiveness and learning, active or passive learning. Therefore, the studies above gave an idea to the writer to conduct another study which is a teachers and students interaction especially in reading expository books. Moreover, because there are rarely studies about teachers in reading interaction to their students especially in reading expository books.