

CHAPTER I

INTRODUCTION

1.1.1 Background of the Study

The language acquisition of children has become an interesting subject to many linguists until this time. Many linguists tried to explore and find out more how children acquire language. Children's language acquisition can be influenced by the interaction between adults and children. The interaction between adults and children can be created in daily activities. There are many examples of daily activities that can support children's language acquisitions, for example cartoon film, video games, internet, story book, and so on that can help children to learn kinds of vocabulary and languages. In this study, the writer used reading story book activity as one of interesting ways used by adults for supporting children to develop their linguistics skills. As Sears (2004) stated that this activity becomes a waited routine for children and they got pleasure. This activity might create a closer relationship between adults and children.

According to Vygotsky (1978), children acquire intellectual and linguistic skills through social interaction. In Western societies, story reading book to children is a common activity and a typical form of social interaction between adults and children. Early research found a positive relationship between storytelling to children and their future linguistic and academic development (Chomsky, 1972; Durkin, 1966). This finding develops into many studies that investigated the contribution of storytelling to children's literacy development.

Reading stories can be a way of parents to enhance children development in linguistics. According to Bee (1994, p. 162), children whose parents talk and read to them regularly begin to talk sooner. During the process of reading stories, parents do not simply read but often describe pictures, name objects, explain facts, ask children questions, and associate stories with children's experiences (Kaderavek & Sulzby, 1998). In reading storybook, teachers and students shared their own experiences through the storybook. Teachers can explain about the characters, object, incidents, and setting which can be related to students' life. Students also could share what they are thinking, what they did as well as the characters did in the story, and so on. This interaction may give some positive impacts the students to acquire language.

In book reading activity, parents usually use a book with interesting pictures, full colors and all are created in a big format (Akbar, R & Hawadi, 2003). Herawati (2010) also stated in her study, Grandmother's Extra Textual Interaction, the grandchildren can learn new vocabularies easily since there are many pictures in the books and they get the real description about the picture.

In this study, the session of sharing and reading storybooks can be done by not only family members but also teachers. Teachers as second parents to the children get involved in taking care of the children as their students when their parents are working. Teachers have the potential to have a significant impact on their students (Roller, 1994). Shared storybook reading may become an interesting activities and possible to gain the students' linguistic skills development.

Book reading provides an interactive context for children to acquire and practice developing verbal and conceptual skills. Bergin (2001) stated in Kassow (2006), when the shared book reading can be formed into entertainment, the consequence is to bring the multiple areas of development. During book reading activity, it will conduct some interaction related to the story. Kassow (2006) also suggest that positive interaction, like being warm and supportive of the readers, is found to be correlated to listeners' behavior, such as attention and enthusiasm during the storybook reading interaction are literacy promoting. This interaction in book reading activity can influence the language development. Thus, through extra textual interaction produced by teachers in reading story may gave a great impact for their students by doing shared reading storybooks.

In extra textual interaction, teachers have some ways to raise the confidence of children in sharing their ideas and help the students to acquire language they heard from the teachers' utterances in reading storybook. This also could challenge students to make a creative idea in classroom. Children generally will respond very excitedly to storybooks with pictures and full color to enhance children's engagement and motivation in learning language such as vocabulary, sentences, etc.

In this study, the writer observed in Galuh Handayani Elementary Inclusive School. Inclusive School concern and respond to the diverse needs of students. Inclusive school has different ways and styles of learning and ensuring quality education t of all students including children with special needs. In this school, there are many kinds of children with special needs. For example autistic

children, who suffer from their tendency to imitate language input that they hear, especially in the oral production of language (Chong, 2006). Besides, there are children with mentally retarded, who may be slow and incomplete compared to the non-retarded children because the delayed development in their language (Glidden, 2006). Those situation and characters could motivate the teacher to use the category of extra textual interaction appropriate to the characters of their students.

In this study, the writer doesn't emphasize on the age but she conducted on students with different ages who are in grade 4, 5 and 6. After interviewing the teachers, the writer chose 4th-6th grade because most students in these grades have good enough ability in reading and comprehension. This condition would make teachers did storybook reading activity easily than the other class. Teachers also expected storybook reading activity could help language developments of students such as in acquiring words, vocabulary, moral values, and raising their creativity.

In Galuh Handayani Elementary School Surabaya, 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. In reading storybook, teachers do not only read the printed text in the book, but they also share and discuss together with the students in order to make them become more interested in the story given. In this activity, the students are able to ask some questions and give comments about the story. Therefore, the teachers try to answer questions and comments of the students.

In this study, the writer uses narrative storybooks with full color and illustration. The writer interested in narrative storybooks or fictional books because of the features that differentiate informational or non-fictional story book such as plot, setting, characters, moral value, vocabulary that they contain, etc. Narrative storybook has a strong plot, clear characterization and a relatively unsophisticated style. As Ray (1974, p.9) stated that this kind of book encourages the reading habit. It can be a good impact for the students in acquiring language.

There have been previous studies about the extra textual interaction of mothers (Sari, 2007), fathers (Randhani, 2009), aunts (Rizka, 2009), female siblings (Dewa, 2009), grandmothers (Herawati, 2010), and grandfathers (Pratiwi, 2010). According to the writer's observation, there is no similar study which concerns in examining teachers' extra textual interaction. This study was inspired for continuing the former study about parents' extra textual interaction in which teachers as second parents in children daily life. 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 Masitha A. Syukri in 2012 (Psycholinguistic Lecture at English Department of Faculty of Humanities, Airlangga University).

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), as parents, aunts, siblings, grandparents do. Then, the writer aims to

determine the most frequent extra textual interaction categories employed by teachers to students in Galuh Handayani Elementary School.

1.2.1 Statement of the Problem

Based on the background of the study above, the writer aimed at answering the following research questions:

1. What are the extra textual interaction categories used by teachers in reading story book to students in inclusive school?
2. What is the most dominant extra textual interaction used by teachers in reading story book to students in inclusive school?

1.3 Objective of the Study

In conducting this study, the writer wants to know the extra textual interaction categories used by teachers in reading narrative story book to students in inclusive school. The writer also wanted to know the most frequent categories of extra textual are used by teachers.

1.4 Significance of the Study

The writer hopes this study can be an additional reference for further studies in Psycholinguistics field especially for language input and interaction in Indonesia. Hopefully, this study will be worth enough to be a reference for other studies of children's language development, especially the language development of children with special needs in inclusive school. For educators of inclusive

school, hopefully this study could help them 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.

1.5 Scope and Limitation of the Study

The scope of this study is about extra textual interaction conducted by teachers in story book reading activity to their students in “Galuh Handayani” Inclusive Elementary School. The limitation of this study is the writer used narrative story book. The writer also observed the interaction between teachers and students in 4-6th grade in Galuh Handayani Elementary School.

1.5 Definition of Key Terms

In teachers’ extra textual interaction in reading narrative storybooks to 4th-6th grade students in Galuh Handayani Elementary School, there are some important terms used to clarify the meanings:

Teachers	: four teachers who read the storybooks to the students in classroom.
Extra Textual Interaction	: The interaction that is done by both adults and children before, after, and during story book reading activity (Natsiopoulou et al., 2003)
Narrative Story Book	:A unique combination of graphic art and narrative

in which the sense of the story is completed and more frequently extended by illustration (Ciancolo, 1973)



CHAPTER II
LITERATURE REVIEW