

ABSTRACT

Ramdhani, Farah Andita. Fathers' Extratextual Interaction in Reading Picture Books to Their Children Aged 3-4 Years Old. A thesis submitted as partial fulfillment of the requirements for the sarjana degree of the English Department Faculty of Humanities Airlangga University Surabaya, 2009

Shared book reading is one of important activities related to child's language development especially in promoting literacy. In this activity, mothers' roles are mostly highlighted while fathers' are severely understudied. However, fathers' role in children's language development could also be crucial and need to be studied. Moreover, the study of input and interaction in children's language development has been so important. Accordingly, this study is aimed to figure out fathers' language input in a form of extra textual interaction to their children aged 3-4 years 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 12 extra 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 fathers' conversational style and the use of picture book also stimulates more asking about names. Furthermore, there are other interesting findings related to fathers' conversation and interaction style. During the shared book reading, fathers were found to perform monologue, decontextualized language, and be less responsive toward children's topic initiation. All of them are, in fact, in line with the concept of Father Bridge Hypothesis.

Keywords: Extra Textual Interaction, Picture Book