

**MOTHERS' EXTRA TEXTUAL INTERACTION  
IN READING PICTURE BOOKS TO THEIR CHILDREN  
AGED 3-4 YEARS OLD**

**A THESIS**

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**ENGLISH DEPARTMENT  
FACULTY OF LETTERS  
AIRLANGGA UNIVERSITY  
SURABAYA**

**2007**



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**Submitted as Partial Fulfillment of the Requirements  
for the Sarjana Degree of English Department Faculty of Letters  
Airlangga University Surabaya**

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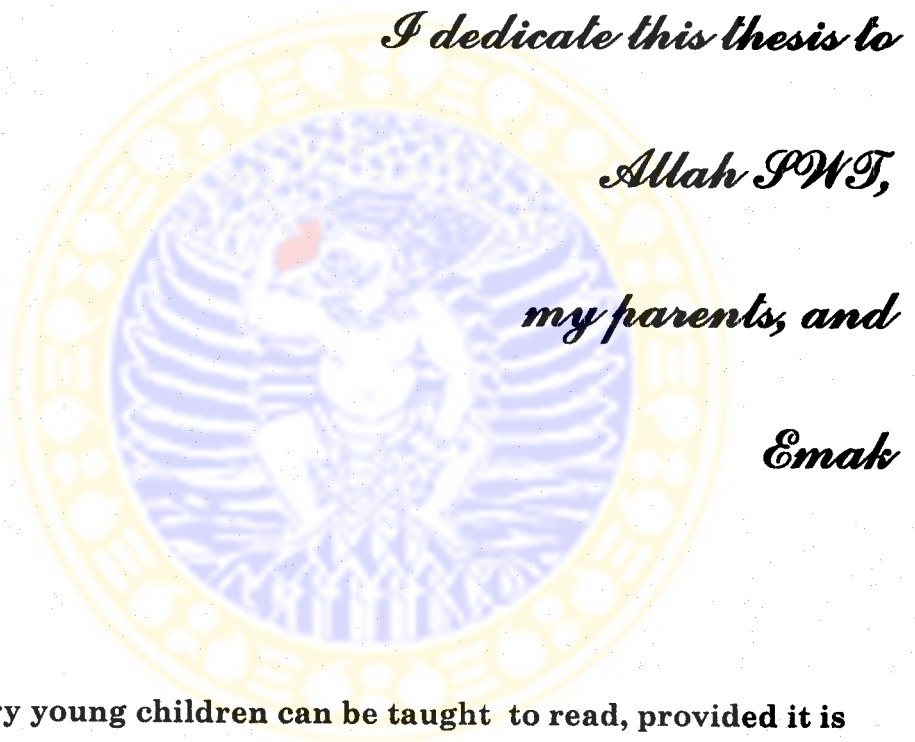
## DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university. And to the best of this candidate's knowledge and belief, it contains no material previously published except where due reference is made in the text of the thesis.



Signed

Novalia Sari



*I dedicate this thesis to*

*Allah SWT,*

*my parents, and*

*Emak*

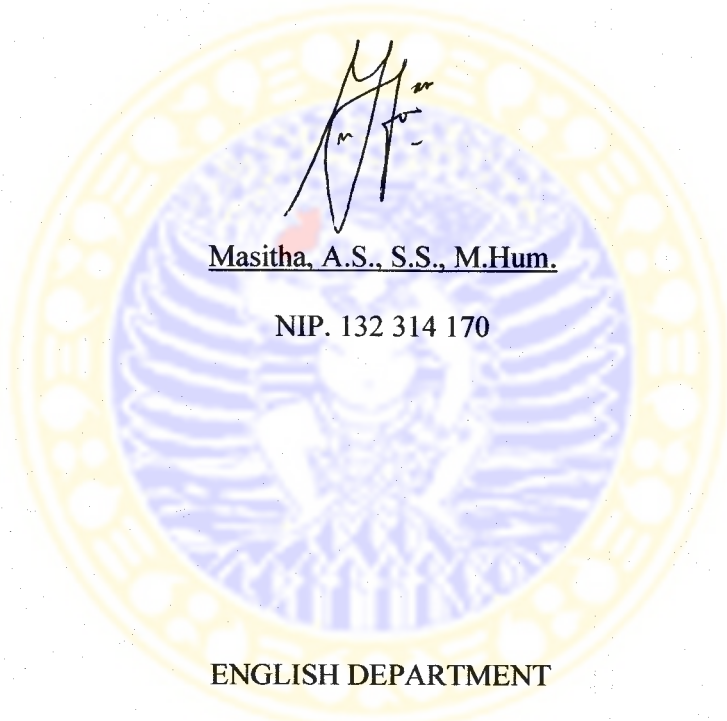
**“Very young children can be taught to read, provided it is  
made simple and easy.”**

**(Roman Quantillian; Roman Schoolmaster 1883)**

Approved to be examined

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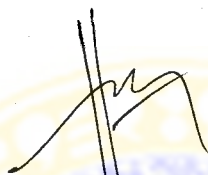
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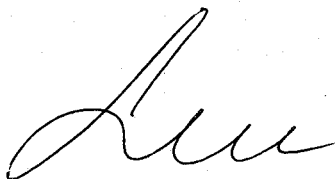
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## ABSTRACT

**Sari, Novalia.** Mothers' Extra Textual Interaction in Reading Picture Books to Their Children Aged 3-4 Years Old. A thesis submitted as partial fulfilment of the requirement for the sarjana degree of the English Department, Faculty of Letters Airlangga University, 2007.

In reading picture book, mothers tend to deviate from the printed text and create extra textual interactions. Therefore, this study aimed at knowing the mothers' extra textual interaction in reading picture books to their children aged 3-4 years old. In this study, the data were collected by recording conversations between three mothers and their children aged 3-4 years old engaged in picture book-reading sessions. Then, the writer analyzed the findings with the coding procedure used by Natsiopoulou, Souliotis, & Kyridis (2003).

Based on the data analysis, the writer found that all participants 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.

**Keywords: picture book and extra textual interaction.**



# **CHAPTER 1**

## **INTRODUCTION**

## CHAPTER I

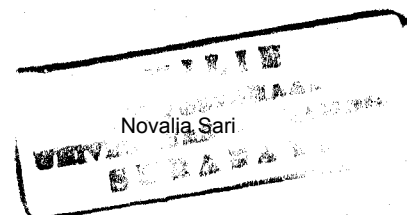
### INTRODUCTION

#### 1.1 Background of the Study

Interaction between mother and child is an important factor in the child language development. According to the social interactionist perspective, children and their language environment are a dynamic system in which both are needed to obtain efficient social communication in any phase of development and to increase children's linguistic skills. Thus, interaction between parents and children has important role in children's language development.

Interaction between mother and child occurs in child's daily routines, such as mealtime interaction, watching television, playing with children, shopping with children, and reading book together. Among the other daily routines, book reading is considered by researchers as one of the most meaningful activities for providing children with positive literacy experiences. The use of the book itself could be in any type of books such as magazines, storybook, and picture book. Sulzby & Teale (1991 in Kassow, 2006) stated that book reading is a socially-formed and shared activity between children and adults.

Mother-child story book reading activity has some benefits and plays important role to the children's literacy development. White (1982 in Morrow, 2000) showed that beginning reading achievement can be attributed more directly to family characteristics, such as the availability of reading materials, home



conversations, and cultural activities. Mothers, other family members, and caregivers play important roles both as models and sources of encouragement. Their involvement through their help, guidance, and modeling of literacy behaviors is an important component of successful literacy development (Morrow, 1995 in Morrow, 2000). Moreover, activities such as family story book reading promote positive feelings about books and literacy (Taylor & Strickland, 1986 in Morrow, 2000).

By starting to read book in early life, mothers may encourage their children to be interested in books and later on affected to the children's emergent literacy. This effect may continue during childhood (Bus, 2001 in Kassow, 2006). However, in story book reading activities, there is one important necessity to attract the children's interest in the book. In order to attract the children's interest in the book, mothers have some strategies to be used during the story book reading activity. Mothers often not only read the text but they also produce extra textual interactions. Extra textual interaction is the interaction which occurs between mothers and children before, during and/or after story book reading activity (Natsiopoulou, Souliotis, and Kyridis, 2003). In this extra textual interaction, as stated by Kaderavek and Sulzby (1998 in Natsiopoulou et al., 2003), mothers often describe pictures, name objects, explain facts, ask children questions, and relate stories with children's experiences.

Susan B. Neuman (1996) examined the abstraction level of extra textual interaction as related to the parents' reading skill. She showed that the abstraction level of the extra textual interaction occurred during reading was related to the



parents' reading skill. Language interaction between children and parents with low reading skill was more frequent employing low-level abstraction (i.e., reading simultaneously, phrase repetition), whereas language interaction between children and parents with higher reading skill was more frequent employing high-level abstraction (i.e., relating the story to a child's daily life, recalling information).

Another study was conducted by Natsiopoulou et al. (2003). They examined the approaches to storytelling used by Greek parents with their preschool children. The results indicated that the way a story was told and the characteristics of extra textual interactions depended on the parents' educational status. Almost all parents with a higher educational status employed story reading, whereas mostly parents with lower educational status employed narration. Only a small percentage of the total extra textual interactions were classified as high level abstraction (bridging, elaboration and predicting). Most extra textual interactions were classified as low-level of abstraction (children's feedback, asking for names, intervention for drawing attention and clarifying), regardless of the approach employed by the parents or their educational status.

Two studies regarding the extra textual interactions used by parents in story book reading inspired the writer to conduct another study about this topic. The study that conducted by the writer described the characteristics of extra textual interaction produced by mothers in reading picture books. In specific, the writer used picture book. Picture book is considered more attractive because there are full color illustrations which are considered to be able to attract the children's attention in the story book-reading activity.

## **1.2 Statement of the Problem**

Based on the previous illustration, we found that in storybook reading interaction mothers not only read but also ask their children questions, describe pictures, name objects, explain facts, and relate stories with children's experiences. Thus, the writer would like to propose questions in her study as follows:

1. What extra textual interaction is produced by mothers in reading picture books to their children aged 3-4 years old?
2. What is the most frequent extra textual interaction produced by mothers in reading picture books to their children?

## **1.3 Objective of the Study**

The objective of this study was to know the extra textual interaction and the most frequent extra textual interaction produced by mothers in reading pictures book to their children aged 3-4 years old.

## **1.4 Significance of the Study**

The aim of this study was to give a real description about the extra textual interaction produced by mothers in reading picture book to their children. This study definitely added the amount of research in Indonesia concerning the study

of mother-child interaction. It was hoped that it could be a reference for further research for similar topic.

In addition, the writer hoped that this study would be able to provide an input, particularly to parents on the importance of reading books toward their children at early age. It is important since it has been assumed by some researchers that introducing books to children from early age is able to help the children's language development. By mothers' extra textual interaction described in this study, it could be a reference for mother to know how to make the book reading activity becomes interesting for children to be engaged in. If the children are interested to the activity, they could have positive feeling about books and later on affect their language development positively.

### 1.5 Definition of Key Terms

To avoid misinterpretation and misunderstanding in this study, the writer provided definition of key terms as followed:

**Picture Book** : A unique combination of graphic art and narrative in which the sense of story is completed and more frequently extended by illustration. (Cianciolo, 1973)

**Extra textual interaction** : The interaction which occurs between mothers and children before, during and/or after story book reading activity (Natsiopoulou et al., 2003).

The extra textual interaction was coded using the

coding procedure consisting of twelve categories, those are attention, names, question about names, feedback, repetition, elaboration, organizing the activity, prediction, relating story to real life, recalling information, clarification, and asking for clarification.





## **CHAPTER II**

# **LITERATURE REVIEW**

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Review of Related Study

In the past decades, researchers have increased their attempt to describe the nature of the interaction in story book reading and the long term effects of these variables upon story reading might be. These studies came out with findings about the patterns, styles, or characteristics of mother-child interactions during story book reading.

Ninio & Bruner (1978 in Gallaway & Richards, 1994), in their longitudinal study, over period of two years, a mother and her son engaged in book-reading sessions were observed. The finding was that during these sessions, the mother produced only four important utterance types: 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.*). In terms of labeling, they found out that mothers' provision of pictures labeling was typically a respond of the pointing gestures performed by children.

Another important study which observed about patterns of parent-child interaction was conducted by Susan B. Neuman (1996). She observed forty one parents and their children with particularly eighteen low proficiency parent readers and twenty three proficient parent readers. The parents-child dyad was examined as an integrated unit and not categorized separately for adult and child.

Eleven categories of interaction were identified and it was classified into: (1) attention vocative; (2) bridging; (3) chiming; (4) clarifying; (5) elaborating; (6) feedback; (7) labeling; (8) managing; (9) predicting; (10) recalling; and (11) repeating.

As the result, the abstraction level of the extra textual interaction, which occurred during reading, was related to the parents' reading skills. Language interaction between children and parents with low reading skills was more frequent employing low-level abstraction (i.e., reading simultaneously, phrase repetition), whereas language interaction between children and parents with higher reading skills was more frequent employing high-level abstraction (i.e., relating the story to a child's daily life, recalling information).

Study by Neuman (1996) was then replicated by Triantafillia Natsiopoulou, Mimis Souliotis, and Argyris G. Kyridis in 2003. The study examined the approaches used by Greek parents to tell a story to their preschool children. 112 families participated in the study and during the study they could exclusively 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. In the coding procedure, it was based on other research on storytelling (Hammett, van Kleeck, & Huberty, 2003; Neuman, 1996). The specific procedure consisted of twelve categories with eleven categories similar with the eleven categories used by Susan B. Neuman (1996) in her study discussed previously. Natsiopoulou et al. (2003) added one category which was *asking about names*. As a result, most

interactions were described as low-level abstraction (children's feedback, asking for label, intervention for drawing attention, and clarifying), whereas only a small percentage were described as high-level abstraction (bridging, elaboration, and predicting).

The studies of parent-child reading interaction above were conducted in Western societies (i.e., U.S. and Greek, Europe). Both studies gave an idea to the writer to conduct another study in this topic in Indonesia. It is important since we all know that story book reading between parents and children is not a habit in Indonesia as compared to Western societies and members of different cultures may have different perspective about the role of home book reading activities (Kato-Otani, 2004). Therefore, it might result differently with those two studies previously explained and it could be comparison with the two studies. In addition, Lieven (in Gallaway and Richards, 1994) noted that study about mother-child book reading interaction needs to be conducted in settings other than the middle-classes in advanced industrial societies and for language other than English.

## **2.2 Review of Related Theory**

### **2.2.1 Social Interaction Approach**

In the perspective of social interactionist, children and their language environment are seen as a dynamic system. The relation is interdependent which means one cannot stand alone. Children and their language environment are needed in order to achieve the effective social communication in any phase of



development and improve the child's linguistic skill. How this dynamic system works can be explained through the diagram below.

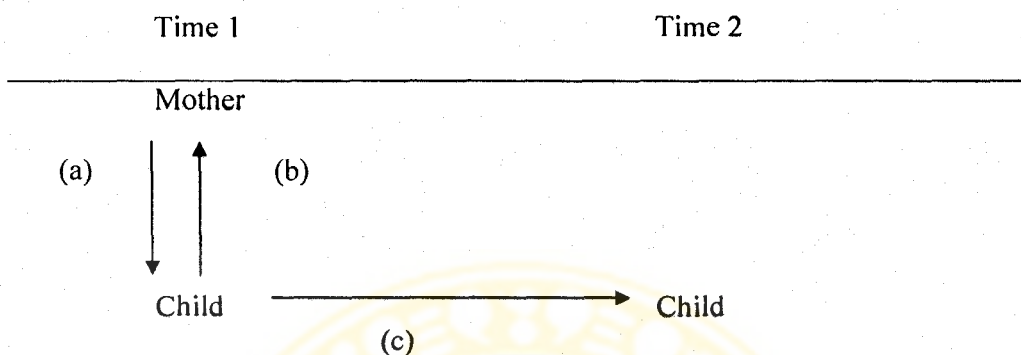


Figure 1. Possible Directions of Effects within Language Acquisition (Bohannon III in Berko-Gleason, 1993)

The social interactionist argues that children cue their parents as can be seen from arrow b. responding to their children's cues, parents supply the appropriate language experiences (arrow a). These language experiences supplied by parents are required by children for language advancement (arrow c).

Parents supply a scaffold or supportive communicative structure which creates effective communication regardless the young children's deficient linguistic system (Bruner, 1978 in Berko-Gleason, 1993). Thus, children are often seen as linguistically sophisticated more than they really are. Moreover, interactionists insist that the environment, particularly the social interactive system, is the place for emergence of language.

Interactive approach emphasizes the mother's role in providing the child with appropriate language experience. During the child's infancy, mothers spend a

great amount of time to interact socially in face-to-face with their children. Thus, it is believed that the maturing patterns of social play interaction between mothers and children are the basis of later conversational patterns (Stern, Beebe, Jaffe, & Bennet, 1977 in Berko-Gleason, 1993).

### **2.2.2 Story Book Reading**

Storybook reading is one common activity of parent-child interaction. Sulzby & Teale (1991 in Jawhar, 2000) described storybook reading as a social, creative, and interactive activity. Yaden, Smolkin, & Conlon (1989 in Jawhar, 2000) described it as an activity that facilitates development of preschool children's ability to construct meaning in the context of a book and as a model of the rhythm and patterns of written language.

Study by Pellegrini, Brody, and Sigel (1985 in Young & Cole, 2000) suggests that parents' interactional styles in storybook reading have an impact on children's language development. It also suggests that access to books and shared reading experiences are especially important in children's literacy development. As an intensely social activity, book reading provides an interactive context for children to acquire and practice developing verbal and conceptual skills.

Various inquiries into the benefits of storybook reading suggest that it significantly improves a child's acquisition of new vocabulary, reading comprehension, book concept, and motivation to read. Through story book reading, children could develop comprehension skill and construct meaning by relating their personal experiences to the text.

In addition to the benefits mentioned previously, storybook reading is also believed to significantly facilitate language and reading development at school (Teale, 1978 in Jawhar, 2000). Exposing children to storybook reading helps them to develop their use of language and increase their reading comprehension.

Ninio & Bruner (1978 in Gallaway & Richards, 1994) suggest that the interaction between adult and child in which facilitate the child's ability to construct meaning from text, contributes to a child's literacy development. Thus, the social interaction that occurs between a mother and a child is the most important in storybook reading. In other words, a child's development of information, attitude, and literacy skills is influenced by their social interaction.

### 2.2.3 Mother-child Story Book Reading Characteristics

It has been proven by researchers that storybook reading has some benefits and effects to the children's language development, however, the significant result of the studies conducted by these researchers was the significant role of the social interaction which occurs between a mother and a child.

This mother-child interaction in storybook reading must have some characteristics since storybook reading is a social, creative, and interactive activity (Sulzby & Teale, 1991 in Jawhar, 2000). Several discussions talked about the characteristics, styles, or patterns of mother-child interaction in storybook reading.

Ninio & Bruner (1978, in Gallaway & Richards, 1994) found out four types of utterance produced by a mother who was engaged in book-reading sessions with her child. These four types of utterance were the most frequent and

typical types of mother's utterance when reading book. Those four types of utterance were: an attentional vocative (e.g., *Listen!*); a query (e.g., *What's this?*); a label (e.g., *It's a rabbit.*); and feedback (e.g., *Yes.*). The sequence of interactive pattern in Ninio & Bruner discussion was that the mother tried first to create joint attention by attracting the child's attention. She continued to make the child aware that there is a standard vocalization which stand for the referent and then provided feedback which inform the child whether the child had provided an appropriate response. However, this was not a static interactive pattern since the mother constantly adapted her expectations to her son's current abilities.

Bus (2001 in Kassow, 2006) stated that during shared book reading activity, parents often deviate from the printed text and create joint-experience, such as asking and answering questions about the plot, talking about the pictures and words.

Similar characteristics of mother-child storybook reading activity were proposed by Kaderavek & Sulzby (1998 in Natsiopoulou et al., 2003). They pointed out that mothers often describe pictures, name objects, explain facts, ask children questions, and relate stories with children's experiences. Generally, when parents read to their children, they vary in how often they ask the child questions, expand on what is in the story, and see whether the child understands the meaning of a word.

### 2.3 Theoretical Framework

In reading picture books to their children mothers not only read the printed text. In the interaction, they have some strategies employed to make the interaction more interesting and to make the children understand easily to what the story is about and every aspects in the books. Mothers have an important role to make the children feel enjoy with the picture book reading activity. Generally, mothers produced extra textual interaction during picture book-reading session with children.

Natsiopoulou et al. (2003) studied extra textual interaction between mothers and children related to the content during storytelling. They categorized the extra textual interactions into the coding procedure which they replicated from Neuman's study (1996) and they added one category in it. They found out that verbal interaction between mothers and children appeared to be frequent during storybook reading when children's interaction was motivated by pictures in a story book. Moreover, they found that only a small amount of extra textual interactions were categorized as high-level of abstraction, such as bridging, prediction, and elaboration. Meanwhile, a large amount of extra textual interactions were categorized as low-level of abstraction, such as drawing attention, asking for names, clarifying, and children's feedback.

The coding procedure used by Natsiopoulou et al. (2003) has some categories as below:

**1. Attention.**

Extra textual interaction proposed to draw children's attention.

For example : Mother : "Ini lihaten papa lagi ngapain ini!"

Mother : "Ayo nak, denger ndak mama tadi bilang apa?"

**2. Names**

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

For example : Mother: "Ini namanya air terjun."

Mother: "Ini api unggun."

**3. Asking about names**

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

For example : Mother: "Ini, ini apa ini namanya nak?"

Mother: "Terus kakaknya lagi apa ini?"

**4. Feedback**

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

For example : Mother : "Gambar ini apa namanya?"

Child : "Melon."

Mother : "Bukan, se mang ka."

### 5. Repetition

Verbatim repetition of children's words or phrases.

For example : Child : "Burung."  
Mother : "Burung."

### 6. Elaboration

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

For example : Child : "Air."  
Mother : "Air terjun."

### 7. Organizing the activity

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

For example : Child : "Bunda ini ada ikan di dalam sini."  
Mother : "Ada."  
Child : "Ada buayanya."  
Mother : "Ada. Terus kita mau jalan-jalan lagi."

### 8. Prediction

Questions asked to a child proposed to give information about facts and incidents in the story that have not yet been told.

For example : Mother : "Ini mama bawa apa ini?"  
Mother : "Di mana kira-kira Rio menyimpan teropongnya?"

### 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 : Mother : “Ini tasnya Kevin yang gambar Spiderman.”  
Mother : “Piknik kayak sama temen-temene mama.”

### 10. **Recalling information**

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

For example : Mother : “Tadi yang di dalam gubug itu apa?”  
Child : “Orang.”  
Mother : “Lho kok orang sih, monyet.”

### 11. **Clarifying**

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

For example : Mother : “Ini di hutannya ada pohon-pohonnya.”  
Mother : “Tendanya ini ada yang dari plastik”

### 12. **Asking for clarification**

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

For example : Mother : “Ini kenapa mbaknya kok nangis ini?”  
Mother : “Serigalanya ini seneng kenapa?”



The coding procedure used by Natsiopoulou et al. (2003) explained above was the coding procedure used in this study. The writer categorized the extra textual interaction of the participants into this coding procedure. Then, the writer analyzed the most frequent category, in the coding procedure, employed by mothers during picturebook-reading sessions with children.





## **CHAPTER III**

# **METHOD OF THE STUDY**

## **CHAPTER III**

### **METHODS OF THE STUDY**

#### **3.1 Research Approach**

In this study, the writer applied the qualitative approach since it is suitable with the purpose of this study, which is to describe the extra textual interaction produced by mothers in reading picture books to their children. Qualitative method as it is defined by Bogdan & Taylor (1975, in Moleong, 2000) is a research procedure which produces descriptive data in a form of written or spoken words from people and behaviour which can be observed. In addition, the data in qualitative research is presented naturally or in natural setting.

One of the characteristics of qualitative research is descriptive. According to Sumadi Suryabrata (1989 in Soejono & Abdurrahman, 1999), descriptive research is a research which is intended to make description about situations or events. Usman & Akbar (2001) added that descriptive research is intended to make description about facts and characteristics of certain population systematically, factual, and accurately.

#### **3.2 Participant of the Study**

The participants of this study were three mothers from middle economy-class with their children aged 3-4 years old. The parents in this study have completed, at minimum, senior high school. This was thought by the writer that at

this minimum level of education, those mothers are well educated enough to be aware of the importance of reading books to children at early age.

The socioeconomic background of the mothers were from middle class society as it is claimed by Bernstein (in Corsini, 1994) that middle class parents, compared to lower class, convey such values as planning for the future, self responsibility, and motivation for education. Additionally, children from middle class families are provided with more facilitation such as educative toys, books, which obtain higher capacity on average.

The children were about the age 3-4 years old and speak Indonesian as their first language. Children at this age are started to enter formal education such as preschool or kindergarten school. Thus, they have started to know books either to be read to or they read it by themselves.

### **3.2.1 Background of the Participants**

#### **3.2.1.1 Participant A**

The name of participant A is Hanna Meilany. She is a college graduate and working in a private company in Surabaya. She is a mother of two children. Her child who was participated in the study is Kevin Jonathan C. Kevin was 3 years and 5 months old when the data recording was done. Kevin is a preschool student and he uses Indonesian language in his daily conversation either in the school or at home.

### **3.2.1.2 Participant B**

The name of participant B is Euis. She is also a college graduate and working in the private company in Surabaya. She is a mother of one child. Her son who was participated in the study is Raka. He was 3 years and 3 months old when the data recording was done. He is a preschool student and he uses Indonesian language in his daily conversation either in the school or at home.

### **3.2.1.3 Participant C**

The name of participant C is Agustin Derita Waty. She is a high school graduate and a housewife of a husband who works in a private company in Surabaya. She is a mother of one child. Her daughter who was participated in the study is Tiffany Nandyta Eka Putri. Tiffany was 4 years old when the data recording was done. She is a preschool student and uses Indonesian language in her daily conversation either in the school or at home.

## **3.3. Technique of Data Collection**

Before starting collecting the data, the writer tried to find mothers who were willing to be the participants in this study. After asking several mothers, the writer found three mothers and their children aged 3-4 years old who were willing to be the participants in this study. Then, the dyadic interaction of mother-child was recorded.

The recording was done during the book-reading sessions between mother and child. Each mother was given the same picture books and asked to read it to their children. No instructions were given by the writer considering how the mother should read the book. Since mothers already knew that the interaction was going to be recorded, it was possible that the situation would not be natural. However, the mothers were asked to do it as natural as possible thus the collected data were accurate.

The data recording needed in this study was one hour length for each dyadic interaction with the available twelve picture books consisted of five information books and seven fiction books. Each mother was given one week of time to record the data for the length of time required in this study. Thus, it was not an obligation for mother to finish the reading in one day or to finish reading one picture book at one time of interaction. As the result of the recording, participant A and her child read nine picture books and took 73 minutes and 39 seconds. Participant B and her child read eight picture books with the total time of 67 minutes and 5 seconds. Participant C and her child had the total time of 60 minutes and 15 seconds to read the twelve picture books.

### **3.4. Technique of Data Analysis**

After collecting the data, the writer began to analyze the data based on the theories proposed in chapter II. Firstly, the writer transcribed the collected data using orthographic transcription. Secondly, the writer identified and classified the transcription data into the coding procedure used by Natsiopoulou et al. (2003).

Finally, the writer analyzed the frequency of extra textual interaction produced by mothers to find out the most frequent extra textual interaction produced by mothers in reading picture books interaction to their children.





## **CHAPTER IV**

# **DATA ANALYSIS**



## **CHAPTER IV**

### **DATA ANALYSIS**

In order to find out the extra textual interaction produced by the mothers in reading picture books to their children, the mothers' speech during picture book-reading sessions with their children were coded using the coding procedure used by Natsiopoulou et al. (2003) consisting of twelve categories; those are attention, names, asking about names, feedback, repetition, elaboration, organizing the activity, prediction, relating story to real life, recalling information, clarifying, and asking for clarification. After coding the mothers' speech into the twelve categories of the coding procedure, the writer then analyzed the frequency of each categories and find out which category was the most frequent employed by mothers.

#### **4.1. Mothers' Extra Textual Interaction**

From the data, the writer found out that all mothers employed all the twelve categories of the coding procedure used by Natsiopoulou et al. (2003).

##### **4.1.1 Attention**

All mothers employed the attention category. Mothers frequently produced extra textual interactions which were proposed to draw children's

attention either by calling the children's names or by drawing their attention to illustrations. Additionally, mothers also asked questions related to the story that has been read and confirmed it to children in order to gain the children's attention and comprehension of the story.

Examples of the attention category employed by mothers:

- A**
- M (158) *Terus lionnya jalan-jalan. Jalan-jalan ketemu teman-temannya.*
- M (159) *Teman-temannya itu namanya Racil dan Cimot.*
- M (160) *Cimot itu monyet.*
- M (161) **Racil itu apa ini kak? Apa kak?**
- C (162) *Kelinci.*
- M (163) *Terus mereka kenalan.*
- M (164) **Lihat ada burung-burung di pohon-pohon itu!**
- B**
- M (36) *Ini adik Icha tanya sama Raka, "Mas Raka, lihat termos air buat masak?" Iya?*
- M (37) *Terus, siangnya, papa sama Raka jalan-jalan. Kemana ini? Ini apa ini Ka?*
- C (38) *Ndak tahu.*
- M (39) *Jembatan.*
- C (40) *Ini apa?*
- M (41) **Ini, ini lihaten papa.**
- M (42) *Papa nyuruh Raka, "Raka tunggu dulu, itu lho ada rumah." Iya?*
- C**
- M (297) *Jika sudah panas dan coklat, roti itu akan meloncat keluar sendiri. Berarti itu sudah matang iya?*
- M (298) **Lihat ini rotinya dimasukkan terus nanti kalau sudah matang keluar sendiri.**
- C (299) *Dimasukan di mana?*
- M (300) *Dimasukin sini. Ini namanya panggangan roti.*

From the first example, participant A drew her child's attention twice. Firstly by calling the child's name in her question to ask the name of the character in the story, "Apa kak?". Although the participant did not mention her child's name but she usually calls her child with "kak" or "Jo" at home. Secondly participant A drew her child's attention by drawing the child's attention to the illustration. She directed her child to look at the illustration of birds on a tree.

From the example, participant B drew her child's attention by calling the child's name in her question asking about where the character in the story was going to go. Participant B also asked the child's confirmation about the story that the participant has told before, i.e. "iya?". Moreover, participant B also directed her child to look at the illustration of the father in the book.

Participant C did similar extra textual interaction with the other participants in order to draw her child's attention. She asked her child's confirmation about the story that the bread was rare if it was already hot, brown, and it came out from the toaster by itself. She also directed her child's attention to look at the illustration of a toaster and the process of toasting bread. (i.e. **Lihat ini rotinya dimasukkan terus nanti kalau sudah matang keluar sendiri.**)

#### 4.1.2 Names

All participants produced extra textual interaction which provides names for objects, incidents, characters, and setting. This was done in order to get the children familiar with the names of the objects, incidents, characters, and setting. However, mothers' names provision for objects and characters dominated the

extra textual interactions, whereas mothers' names provision for incidents and setting took a small amount.

Examples of mothers' names provision for character:

- A M (148) **Leon itu namanya singa. Singa itu....**
- B M (22) **Ini, ini papa.**
- C M (230) **Ini adalah teman-temannya Monci. Siapa saja teman-temannya Monci?**

Examples of mothers' names provision for objects:

- A M (233) **Ini naga, naga lihat naga!**
- B M (51) **Anaknya. Ini, ini apa? Ini air.**
- C M (300) **Dimasukin sini. Ini namanya panggangan roti.**

Examples of mothers' provision for incidents:

- A M (165) **Mereka main bola, ditendang sana ditendang sini.**
- B M (62) **Terus, nah, ini, apa ini namanya nak, Raka jalan-jalan. Raka jalan-jalan sama papa sampai ke tempat?**
- C M (153) **Mereka bertiga bersiap-siap untuk adu kecepatan. Mumu murai memberi aba-aba teman-temannya untuk bersiap. "Awas, siap! Satu, dua, tiga!"**

Examples of mothers' names provision for setting:

- A M (419) **Iya, hari minggu.**

- B M (14) **Ini di hutan.**
- C M (135) **Ini lagi libur sekolahnya.**

All participants provided names for objects, characters, incidents, and setting in the story for their children to make them familiar with the names. Name provision for setting, each mother also provided for their child. Participant A provided setting of time (i.e. “Hari minggu.”). Participant B provided setting of place (i.e. “*Ini di hutan.*”). Participant C provided setting of time (i.e. “**Ini lagi libur sekolahnya.**”). All participants also provided names of incidents in the story, “**Mereka main bola**”; “**Ini, apa namanya ini nak, Raka jalan-jalan**”; “**Mereka bertiga bersiap-siap adu kecepatan.**”

#### 4.1.3 Asking About Names

Along with the mothers’ provision of names for objects, incidents, characters, and setting, mothers also asked questions about names to make the children familiar with names of objects, incidents, characters, and setting of the story. Similar with the previous category, mothers’ asked questions more frequently about the names of objects and characters compared to ask question about incidents and setting.

Examples of mothers questions about names for character:

- A M (152) *Iya, singanya namanya Le...?*
- C (153) *On.*

- B M (3) **Ini, ini siapa nih?**  
C (4) *Papa*
- C M (230) *Ini adalah teman-temannya Monci. Siapa saja teman-temannya*  
**Monci?**  
C (231) *Kelinci.*

#### Examples of mothers questions about names for object:

- A M (278) *Terus suara 'krik... krik...krik...' yang kalau dulu oma beli buat tikus itu lho. Suara apa? 'krik...krik...krik...' yang papa taruh di dapur terus taruh di depan. Suara apa itu? Jang...?*  
C (279) *krik.*
- B M (91) **Ini apa ini?**  
C (92) *Kura-kura.*
- C M (202) *Apa saja mbak Dita. Ini gambar apa?*  
C (203) *Semangka.*

#### Examples of mothers questions about names for incident:

- B M (261) *Hê êh dimarahi mamanya. Siapa dimarahi mama?*  
C (262) *Raka*  
M (263) *Raka? Enggak, dupi yang dimarahi, iya?*

#### Examples of mothers questions about names for setting:

- A M (172) *Lho ndak ada ini bukan di laut. Ini di hu...?*  
C (173) *Hutan.*

All participants asked questions about names, however most of the questions were asking about the names of object and characters. Questions about

names of incidents and setting were rarely produced by participants. However, from the example it found out that participant A asked a question about names of setting, which was setting of place (i.e. “**Ini di hu...?**”). Participant B asked a question about the incident (i.e. “**Siapa dimarahi mama?**”). The incident was about a character in the story whose the mother was angried at. Additionally, the writer found in the data that participant rarely produced questions asking about names of incidents and setting. However, these were classified as recalling information because the participant has told the informations previously then asked questions to the child. The participant’s purpose to do this was to recall the information and also to gain the child’s attention.

#### 4.1.4 Feedback

When the interactions with children occur, mothers mostly gave feedback to children’s extra textual interaction. Feedback is a mean to response to what the children said. From the data, mothers gave feedback in the form of praising, confirming, and correcting the children’s interaction. Among the three feedbacks, confirming was the most frequent feedback produced by mothers and praising the children’s interaction took the least frequent.

Examples of mothers’ feedback of confirming:

A	C (149)	<i>Ada apinya ma.</i>
	M (150)	<b>Oh iya, iya ada apinya. Ada lampu.</b>
B	M (122)	<i>Ini, ini kenapa ini? Takut.</i>
	C (123)	<i>Takut.</i>
	M (124)	<b>Hê êh.</b>

- C M (140) *Ketemu sama siapa?*  
 C (141) *Cici kelinci.*  
 M (142) **Iya Cici kelinci.**

Examples of mothers' feedback of correcting:

- A M (352) *Peterpan. Iya Peterpan. Apa judulnya? Ya'apa kalau nyanyi lagu Peterpannya?*  
 M (353) *Ayo!*  
 C (354) *Rasa cinta.*  
 M (355) **Rasa cinta itu Ninji. Tadi kan bilang Peterpan, apa?**
- B M (98) *Ada lampunya ndak?*  
 C (99) *Ada.*  
 M (100) **Mana lampunya? Ndak ada.**
- C M (238) *Wortel termasuk buah-buahan ndak?*  
 C (239) *Iya.*  
 M (240) **Bukan, wortel itu sayur-sayuran.**

Examples of mothers' feedback of praising:

- A M (290) *Suaranya apa tadi jang...?*  
 C (291) *Krik*  
 M (292) **Jangkrik iya betul, pinter!**
- B M (325) *Hê òh, terus Raka maem rotinya besar-besar, nggiglnya besar-besar biar cepet apa?*  
 C (326) *Habis*  
 M (327) **Cepet habis, pinter! Cepet habis biar Raka cepet bisa nonton TV.**



- C M (275) *Ayo mbak Dita yang dipegang Monci itu pasangannya yang mana?*
- C (276) *Yang ini. Ini sama ini, ini sama ini, sama ini, sama ini.*
- M (277) **Wah mbak Dita pintar.**

From the examples above, all participants provided feedbacks of praising, confirming, and correcting the children's response or utterance. In confirming feedback, mothers usually gave response to the children's utterance by saying "yes", which indicated that the children's utterances were correct, and tended to repeat the children's utterance. For correcting feedback, mothers often provided the correction of the children's utterance. From the data, it was found that praising feedbacks given by mothers were mostly "pinter", "hebat", "anak baik".

#### 4.1.5 Repetition

From the data, the writer found out that mothers frequently repeat the children's utterance. The most frequent verbatim repetition was word repetition where mothers repeat the whole word of the children's utterance. Another verbatim repetition produced by mothers was phrase repetition where mothers repeat the children's phrase.

Examples of mothers' verbatim repetition:

- A C (169) *Monyet.*
- M (170) **Monyet.**
- C (402) *Mau ambil bo...neka.*
- M (403) **Ambil boneka**

B	C (6)	<i>Papa</i>
	M (7)	<b>Papa. Terus papa bilang, “Raka hati-hati, jangan lari nanti jatuh! Trus, Raka jawab apa? “Baik papa.”</b>
	C (139)	<i>Om dokter.</i>
	M (140)	<b>Om dokter.</b>
C	C (267)	<i>Semangka.</i>
	M (268)	<b>Semangka.</b>
	C (331)	<i>Di kotak pasir.</i>
	M (332)	<b>Di kotak pasir.</b>

#### 4.1.6 Elaboration

From the data, all participants produced elaboration to the children's previous utterance. This was done by adding extra information to the children's words or phrases. However, elaboration in the extra textual interaction was rarely occurred. Instead of adding extra information, mothers tend to produce verbatim repetition to the children's words or phrases.

Examples of elaboration:

A	C (197)	<i>Leon hebat.</i>
	M (198)	<b>Iya Leon anak hebat.</b>
B	C (145)	<i>Rudi.</i>
	M (146)	<b>Om dokter Rudi.</b>
	C (255)	<i>A' Ong (Mbah Kakung).</i>
	M (256)	<b>Hê êh TVnya A' Ong.</b>

- C C (155) *Bendera.*  
 M (156) **Bendera hitam putih kotak-kotak.**
- C (357) *Enak.*  
 M (358) **Hmm, roti lapis yang enak dan lezat!**

#### 4.1.7 Organizing the Activity

In picture book reading activity, the interaction mostly did not run well. There were always extra textual interactions which may not be related to the text or the story which was being read. Therefore, mothers had to organize the activity to keep the children intrigued to the story. The reading activity needed to be organized so that the story could be told until the end of the story. From the data, mothers often organized the picture book reading activity to keep the children intrigued in the story.

Examples of organizing the activity:

- A C (251) *Ini diganti!*  
 M (252) **Iya sebentar. Nana menarik selimutnya dan mencium pipi papanya. "Selamat malam papa. Nana mau bobok!"**
- B M (153) *Ini, ini gambar apa ini?*  
 C (154) *Gambar...itu...adik.*  
 M (155) *Adik kenapa?*  
 C (156) *Mberangkang.*  
 M (157) *Mberangkang. Ini itu ya, eh, ini mainan kayak Raka.*  
 C (158) *Mainan apa? Mainan apa anaknya?*  
 M (159) *Bikin, apa, mobil-mobilan, iya?*

- M (160) **Terus ini, ini di ruang tunggu om dokter Rudi, iya? Om dokter Rudinya ada di sini. Ini, ini masih nunggu. Terus, adik Ica ngomong, "Mama nanti kalau tanganya Ica disuntik, bengkak nggak?"**
- C M (164) *Cici kelinci beristirahat di mana?*
- C (165) *Di bawah pohon.*
- M (166) *Di bawah pohon yang rindang.*
- M (167) **Kita lanjutkan ceritanya.**
- M (168) Titi tupai dan Ra kura berlari sekencang-kencangnya. "Ra, jangan putus asa. Siapa tahu kita bisa mengalahkan kelinci yang sombong itu," Titi tupai memberi semangat Ra kura.

There were several ways to organize the picture book reading activity performed by the participants. From the example of participant A, the child wanted to change the topic and seemed not willing to continue the story. However, the mother ignored it and asked the child to hold for a moment and then she continued to read the story (i.e. **Iya sebentar**. Nana menarik selimutnya dan mencium pipi papanya. "Selamat malam papa, Nana mau bobok!").

In the situation of participant B, the interactions between mother and child was out of the story. The picture of the baby crawling, indeed, was in the picture but it was not the main topic of the story. The main story was about a girl named Camille went to the doctor. To organize the activity, participant B kept on reading the rest of the story and cut out the interactions which were out of the main topic right at that moment. Participant C made a clear statement to her child about keep on going to read the rest of the story. The child agreed with the mother and the story was read until it finished.

#### 4.1.8 Prediction

In the interaction such as picture book reading there were verbal exchanges between mothers and children. The verbal exchanges could in the form of questions which were asked by mothers to children. From the data, mothers also asked questions to their children, the questions were in the form of prediction. Prediction questions were asked by mothers in order to give a view about facts or incidents in the story that have not been read.

Examples of prediction:

- A M (182) **Setelah tiga kali mencetak gol, Leon ingin pulang karena sudah ca...?**  
 C (183) *pek.*
- M (216) ***Iya, mana pisangku? Kalau Leon makannya da...?***  
 C (217) *da...?*  
 M (218) ***Daging. Kalau Leon makanannya daging, ayam gitu.***
- B M (325) ***Hê êh, terus Raka maem rotinya besar-besar, nggigitnya besar-besar biar cepet apa?***  
 C (326) *Habis.*
- C M (252) ***Dari mana buah kelapa ini mbak Dita?***  
 M (253) ***Yang mana pohon kelapa?***  
 C (254) *Yang ini.*

Participant A performed predictions for the facts in the story, which have not been told before. The facts about Leon who felt tired after playing football and

the fact that Leon eats meat instead of honey, carrot, or banana, which participant A has not told to her child. Participant B made prediction of the purpose of the incident in the story, i.e. Pierre ate the bread in a big bite to finish the meal as soon as possible. This fact has not been told to the child by participant B. similar with the other participants, participant C also made prediction about the fact in the story.

#### 4.1.9 Relating the Story to Real Life

From the data the writer found that the mothers often related the story to the children's real life either for the objects in the book or the characters and incidents in the story. This was done in order to make the children to understand the story easily. Instead of having the children imagine about the story or the object in the book abstractly, it would be easy if the mothers relate it with the children's real life either about something the children have experienced before or about the children's habit at home. Not only for the objects or incidents description but mothers also related the characters in the story with children's real life such changing the name in story with the children's name or someone familiar with the children.

Examples or mothers relating the story to children's real life:

- |   |         |   |
|---|---------|---|
| A | M (179) | <i>Iya itu bolanya ditendang terus masuk "gool," teriak Leon karena Leon berhasil masukno bola.</i> |
|   | M (180) | <b>Kayak kakak sama adik itu lho kalau main bola ditendang sama adik terus masuk.</b>               |

- M (203) **Kalau mama suka masak sup itu lho kak yang merah-merah. Kakak suka kan, oh orange, orange ya kuning-kuning orange tuh. Kakak kan seneng ya?**
- M (317) **Yang waktu kita lihat itu lho Jo, Ninji (Nidji), di Tugu pahlawan malam-malam kan ada kembang api yang banyak dor..dor...gitu. inget ndak?**
- B
- M (141) *Siapa namanya om dokter ini?*
- C (142) *Ndak tahu.*
- M (143) *Om dokter Ru...?*
- M (144) *Yang keras om dokter siapa ini?*
- C (145) *Rudi.*
- M (146) **Om dokter Rudi.**
- M (350) **Ini, kalau adik Isa main ke sini, Raka biasanya nyetel apa itu?**
- C (351) *TV.*
- C
- M (284) **Ini kalau Dita pakai kaos itu dimasukin lewat atas kepala gitu iya?**
- C (285) *Kaos yang mana?*
- M (286) **Kaosnya mbak Dita yang warna pink itu lho.**
- M (344) **Sementara mbak Dita dan adik membawa kantong kecil. Oh kayak kalau mbak Dita belanja sama mama, kan mbak Dita bantu bawa tas yang kecil iya.**
- C (345) *Belanja di Giant itu ya?*
- M (346) *Iya. Kalau sudah sampai rumah belanjanya tadi ditaruh mana? Disimpen iya?*

#### 4.1.10 Recalling Information

It has been previously stated that the verbal exchanges between mothers and children could be in the form of questions. From the data the writer found out that there were many types of questions that mothers asked to the children. The earlier category which also regarded as question was prediction. Prediction was a question asked by mothers to the children regarding the facts or incidents which have not yet been told. Another category which also regarded as a question was recalling information. In contrast with prediction which was about something that have not yet been told, recalling information was a question regarding the information previously given or the story which has been read by mothers. From the data, the mothers also produced questions in order to recall the information about the story which has been read before. Compared with prediction, the mothers produced more questions regarding recalling information than future information.

Examples of recalling information question:

- |   |         |   |
|---|---------|---|
| A | M (220) | <b>Ini tadi namanya siapa? Ci...?</b>   |
|   | C (221) | <i>mot.</i>   |
|   | M (222) | <b>Cimot. Ini Ra...?</b>  |
|   | C (223) | <i>cil.</i>   |
|   | M (302) | <b>Habis ceritanya tadi suara apa itu yang 'krik...krik...krik...' tadi suara apa? Suara apa?</b> |
|   | C (303) | <i>Jangkrik.</i>  |
|   | M (304) | <i>Yes.</i>   |



- B**     M (193)     **Ini apa namanya ini? Yang buat nyuntik, apa namanya ini? Jarum...?**
- C (194)     *Jarum...?*
- M (195)     *Suntik*
- 
- C**     M (138)     Ketika sedang asyik bercerita, di tengah jalan mereka bertemu Cici kelinci. “Hai Titi, hai Ra kura,” sapa Cici kelinci. “Hendak kemana kalian? Boleh aku ikut?”
- M (139)     “Boleh saja. Mari ikut kami berjalan-jalan, sambil bertukar pengalaman masa liburan sekolah,” jawab Titi tupai.
- M (140)     **Ketemu sama siapa?**
- C (141)     *Cici kelinci.*
- M (142)     *Iya Cici kelinci.*
- 
- M (326)     Aku menjemur pakaian boneka. Dua penjepit jemuran untuk roknya.
- M (327)     Satu penjepit untuk masing-masing kaus kaki. Dan satu penjepit untuk topinya.
- M (328)     **Mbaknya ini menjemur apa mbak Dita?**
- C (329)     *Pakaian boneka.*

The occurrence of questions about recalling information could be in the middle of the story or the end of the story. Participant A and B performed recalling information either in the middle or at the end of the story. Diversity happened to participant C, she recalled the information right after she read the story. After participant C read few parts of the story, she would likely recall the information. Recalling information was one way of attracting the child’s attention for participant C. Almost all extra textual interactions performed by participant C in order to draw the child’s attention were through recalling information.

#### 4.1.11 Clarifying

Another category regarding mothers' provision of description was clarifying. This category is rather different with the category of names. In this category, mothers provided a view to motivating picture description, word explanation, and interpretation of characters' attitudes. In other words, mothers not only provided the names but also the explanation. From the data, mothers gave clarification mostly to picture description and word explanation rather than the interpretation of the characters attitudes. Mothers also gave clarification about the incidents in the story. This was done to make the children understand with story.

Examples of clarification:

- |   |         |   |
|---|---------|---|
| A | M (194) | <i>Oh maem kue, tapi Leon kan anak yang baik. Dia bilang gini, "Ndak, Leon makan di rumah aja. Masakan mama kan lebih enak," gitu.</i>  |
|   | M (363) | <i>Hal yang membuat Kevin bahagia adalah ketika boleh membuat kebisingan.</i>   |
|   | M (364) | <b>Boleh membuat kebisingan itu kalau Kevin itu eh sama mama sama papa dibiarno main-main yang rame-rame. Main sama adik itu yang suka pukul-pukul 'tok..tok..tok..' Itu kan bisung jadi ndak enak iya?</b> |
| B | M (11)  | <b>Bukan. Tenda, tenda itu buat bobok.</b>  |
|   | M (18)  | <b>Ini di hutannya ada pohon-pohonnya, iya?</b>   |
|   | M (103) | <i>Apa itu? Api unggun? Api unggun itu dari kayu. Papa ngumpulin kayu-kayu kering di hutan terus dibakar.</i>   |

- C M (249) *Ups, sebutir kelapa jatuh dari pohon.*
- C (339) *Ini ambil apa ini?*
- M (340) **Ini adiknya ambil cereal.**

From the examples of participant A, she made two kinds of clarification. Firstly, she clarified the interpretation of character's attitude which was Leon was a good kid. Secondly, she provided word explanation for "membuat kebisingan" (making noise). Participant B also made two kinds of clarifications, those were word explanation for "api unggun" and the function of a tent. Also, she clarified the picture of forest by giving an explanation that there are a lot of trees in the forest. Participant C only made picture description of a falling coconut and a picture of a girl picking up a cereal.

#### 4.1.12 Asking for Clarification

Asking for clarification was a strategy employed by mothers to encourage children to describe or interpret the characters attitudes in the story. The questions in asking for clarification were harder than the question in asking about names proposed by mothers because children had to be able not only to label the object or characters but also to explain the objects and the characters attitude. Therefore, in the data it was found that questions asking for clarification were rarely done by mothers.

## Examples of asking for clarification:

- A     M (340)     *Lihat lari-lari! Kevin kalau seneng lari-lari ndak?*  
        C (341)     *Iya.*  
        M (342)     **Lari-lari terus loncat ndak?**  
        C (343)     *Iya.*
- M (397)     **Kevin bahagia ndak? Seneng ndak? Kevin seneng kalau apa?  
                      Kevin kalau seneng pas apa?**
- B     M (209)     *Lho pak dokternya bilang, "Permennya habis, belum sempat  
                      beli," iya?*  
        M (210)     **Tuh, pak dokternya kayak gitu bohong ndak, gak punya  
                      permen?**  
        C (211)     *Ndak.*
- C     M (184)     **Kenapa Cici kelinci cepat-cepat lari?**  
        C (185)     *Karena malu.*  
        M (186)     **Cici kelincinya sombong ndak?**  
        C (187)     *Sombong.*  
        M (188)     *Sombong.*

Asking for clarification aimed to motivate children to describe or interpret the characters' attitudes in the story. In the examples of participant A, she asked for clarification to Kevin. Kevin is her child's name but in the story "Aku bahagia" there were no specific characters inside the story. The book was an information book describing how does it feel when you are happy? Thus the character could be the reader himself. It is previously explained that mothers tend to change the names of the characters in the story with the children's name or

someone familiar with the children. This action was categorized as relating the story to real life.

#### 4.2. Frequency of the Mothers' Extra Textual Interaction

The frequency of mothers' extra textual interaction among all participants was not the same for each participant. In order to make it clear, the frequency of mothers' reading strategies which were coded using the twelve categories of the coding procedure used by Natsiopoulou et al. (2003) is presented in table 1.

From the table, it was found that all the extra textual interactions produced by mothers employed all the twelve categories in the coding procedure, although the distribution of amount was not the same. For each participant, each category was employed more than one. With the total of the three participants for each category was produced more than ten times.

Among all the twelve categories, *organizing the activity* collected the largest amount of employment by mothers. From the total of the three participants, 275 extra textual interactions were created. Although this category was the most frequent category employed by the three mothers in total, but not every participant produced the highest extra textual interaction in this category. Two participants, participant B with 125 extra textual interactions and participant C with 72 extra textual interactions, produced the highest amount of extra textual interactions in this category among the other categories. Meanwhile, participant A did not produce the highest extra textual interactions. Participant A most

frequently employed category of feedback with 85 extra textual interactions produced.

Table 1. Frequency of each category of mothers' extra textual interaction

Categories	Participant			Total
	A	B	C	
Attention	58	38	31	127
Names	28	24	9	61
Asking about names	56	77	48	181
Feedback	85	76	22	183
Repetition	18	55	17	90
Elaboration	4	7	9	20
Organizing the activity	78	125	72	275
Prediction	7	5	4	16
Relating the story to real life	61	50	20	131
Recalling information	15	30	44	89
Clarifying	84	79	51	214
Asking for clarification	5	6	3	14

There was a possible reason why organizing the activity was the most frequent category employed by mothers. There was a tendency for mothers to finish the story until the end. Considering that the picture book-reading activity was not always run smoothly and the mothers wanted to finish the story, thus

mothers had to organize the activity. From the three participants there were several ways to organize the activity. Firstly, mothers could ignore the children's requests to do another action not related to the story, such as changing the topic, or the child requested to stop the activity by continued to read the rest of the story. Secondly, mothers continued to read the rest of the story when there were many extra textual interactions produced which were not related to the main print text story. Thirdly, the mothers could inform the children that they were going to read the rest of the story and the children agreed with it. Generally, all mothers often employed the second way which was continued to read the rest of the story when the interaction was out of tract or not related to the main story.

Additional note, the way participant C read the story was differed from the other two participants. Participant C tended to read the printed text more than producing her own sentences to rerepresent the real printed text. Meanwhile, the other two participants often changed the real printed text with their own sentences because they wanted to make the story to be easily understood by their children.

The diversity among participant C and the other two participants could be influenced by her educational background which was a senior high-school graduate. The diversity in the way participant C read the story indirectly influenced on the extra textual interactions she produced. There were several categories, such as names, feedback, relating the story to real life, in which the amount of extra textual interactions produced by participant C was different with the other two participants. There were unbalanced statistics for the three participants in those categories.



## **CHAPTER V**

# **CONCLUSION**



## CHAPTER V

### CONCLUSION

This study was conducted to find out the mothers' extra textual interaction in reading picture books to their children and the most frequent extra textual interaction produced by mothers. Then, the extra textual interactions were coded using the coding procedure, which consisted of twelve categories, used by Natsiopoulou et al. (2003). After analyzing the data, the writer found out that all the participants involved in this study employed all the twelve categories in the coding procedure. However, the frequency of each category was not the same for all participants.

Among the twelve categories, the highest frequency was organizing the activity. From the total of the three participants, 275 extra textual interactions were produced. However, not every participant produced the highest extra textual interaction in this category. Two participants, participant B with 125 extra textual interactions and participant C with 72 extra textual interactions, produced the highest amount of extra textual interactions in this category among the other categories. Meanwhile, participant A, with 78 extra textual interactions, did not produce the highest extra textual interactions. The highest production of extra textual interaction by participant A was in the category of feedback with 85 extra textual interactions.

Organizing the activity category was aimed to keep the child intrigued in the story. Therefore to keep the interaction stayed on track and to maintain the children intrigued to the story mothers needed to organize the activity so that the story could be read until finish. This was a possible reason of the category of organizing the activity was most frequently employed by mothers.





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## **APPENDICES**

## APPENDICES

In this orthographic transcription of recorded data, the writer used certain convention stated as follows:

- The original printed text of the story was written in the normal format of typing.
- Mothers' and children's speeches deviate from the printed text were written italicized.
- The extra textual interactions which categorized into the coding procedure were written in bold.

**Participant A : Mrs. Hanna and Kevin**

**Makanan Leon**

- M (146) **Malam ini Kevin sama adik Ken mau denger cerita.**  
 M (147) **Ceritanya judulnya Makanan Leon.**  
 M (148) **Leon itu namanya singa. *Singa itu...***  
 C (149) **Ada apinya ma.**  
 M (150) **Oh iya, iya ada apinya. Ada lampu.**  
 C (151) *Lampu nih.*  
 M (152) **Iya, singanya namanya Le...?**  
 C (153) *On.*  
 M (154) **Leon. Ceritanya gini, Leon jalan-jalan santai di hutan. Tiba-tiba bunyi 'duk' ternyata sebuah bo...?**  
 C (155) *La.*  
 M (156) **Ini bo...?**  
 C (157) *La.*  
 M (158) **Terus lionnya jalan-jalan,. Jalan-jalan ketemu teman-temannya.**  
 M (159) **Teman-temannya itu namanya Racil dan Cimot.**  
 M (160) **Cimot itu monyet.**  
 M (161) **Racil itu apa ini kak? Apa kak?**  
 C (162) *Kelinci.*  
 M (163) **Terus mereka kenalan.**  
 M (164) **Lihat ada burung-burung di pohon-pohon itu!**  
 M (165) **Mereka main bola, ditendang sana ditendang sini.**  
 M (166) **Ini...ini... ini namanya Racil.**  
 M (167) **Racil itu kelinci.**  
 M (168) **Cimot mo...?**  
 C (169) *Monyet.*  
 M (170) **Monyet.**  
 C (171) *Mana ikan hiu ma?*  
 M (172) **Lho ndak ada ini bukan di laut. Ini di hu...?**

- C (173) *Hutan.*  
M (174) **Hutan.**  
M (175) **Di hutan ndak ada ikan hiu.**  
C (176) *Lho jatuh.*  
M (177) **Iya jatuh, kasihan ya!**  
C (178) *Ini bolanya.*  
M (179) **Iya itu bolanya ditendang terus masuk "gool," teriak Leon karena Leon berhasil masukno bola.**  
M (180) **Kayak kakak sama adik itu lho kalau main bola ditendang sama adik terus masuk.**  
M (181) *Cimot teriak "Hore." Gitu Cimot kegirangan, seneng, girang.*  
M (182) **Setelah tiga kali mencetak gol, Leon ingin pulang karena sudah ca...?**  
C (183) *pek.*  
M (184) **Karena hari ini sudah si...ang.**  
C (185) *Siang.*  
M (186) **Iya kalau sudah siang harus pu...?**  
C (187) *lang.*  
M (188) *Mau maem terus bo...?*  
C (189) *bok.*  
M (190) *Bobok iya.*  
M (191) **Terus habis gitu Leon diajak sama si...si... siapa tadi itu... si Racil, "Yuk maem di rumahku aja yuk.**  
M (192) *Maem di rumah nanti pasti sama mama dikasih... apa ya enakya ya... mau maem apa enakya?*  
C (193) *Kue.*  
M (194) **Oh maem kue, tapi Leon kan anak yang baik. Dia bilang gini, "Ndak, Leon makan di rumah aja. Masakan mama kan lebih enak," gitu.**  
M (195) *Terus habis gitu si Cimot bilang gini, " Enggak di rumahku aja, nanti ada madu."*  
M (196) *Lalu Leon Cuma tersenyum, "Ndak di rumah mama aja."*  
C (197) *Leon hebat.*  
M (198) **Iya Leon anak hebat.**  
C (199) *Kelincinya.*  
M (200) *Lho iya, nah kalau kelinci, kelinci makan apa? Ini wor...?*  
C (201) *tel.*  
M (202) **tel.**  
M (203) **Kalau mama suka masak sup itu lho kak yang merah-merah. Kakak suka kan, oh orange, orange ya kuning-kuning orange tuh. Kakak kan seneng ya?**  
M (204) *Makan, lapar, ini apa nih kak?*  
C (205) *Pisang.*  
M (206) **Yang makan pisang itu mo...?**  
C (207) *nyet.*  
M (208) **Monyet, tadi monyetnya namanya siapa?**  
C (209) *Monyet di mana?*  
M (210) **Monyet di hu...?**  
C (211) *tan.*  
M (212) **Iya di hutan. Monyet kan makannya pi...?**  
C (213) *sang.*  
M (214) *Pisang, kalau kelinci tadi kan makan wortel.*  
C (215) *Mana pisangku?*  
M (216) **Iya, mana pisangku? Kalau Leon makannya da...?**  
C (217) *da...?*  
M (218) **Daging. Kalau Leon makanannya daging, ayam gitu.**  
M (219) **Lihat ini kayak ayam yang mama suka masak itu. Ini ceritanya sudah mau habis.**  
M (220) **Ini tadi namanya slapa? Cl...?**



**Suara Apa Itu?**

- M (230) **Malam ini Kevin mau denger cerita dari mama. Judulnya Suara Apa Itu? Apa Jo?**
- C (231) *Suara apa itu?*
- M (232) **Iya Suara apa itu?**
- M (233) **Ini naga, naga lihat naga!**
- M (234) **Hari sudah malam, ayah naga dan Nana, anak perempuannya, bersiap-siap tidur.**
- M (235) *Nana sudah sikat gigi dan cuci kaki belum?*
- M (236) **Kevin sudah sikat gigi sama cuci kaki belum tadi? Sudah belum? Sudah belum yang?**
- C (237) *Sudah.*
- M (238) *Tadi bersihkan kaki sama cuci muka sama siapa tadi? Sama papa?*
- C (239) *Sama papa.*
- M (240) **Sama papa. kevin ngantuk ya?**
- C (241) *Ndak.*
- M (242) *Tadi siang ndak bobok ya? Bobok ndak tadi siang? Ndak ya?*
- C (243) *Iya.*
- M (244) *Kok ndak bobok kenapa? Main? Oh nanti malam gini lihat dari tadi marah terus.*
- M (245) **Ini mamanya, ini anaknya, ini naga. Mamanya, anaknya. Anaknya namanya....**
- C (246) *Lho mamanya ketawa ha... ha... ha... (laughing).*
- M (247) *Ha... ha... ha... (laughing) ketawa mamanya.*
- M (248) *Giginya kelihatan, ada berapa giginya? Ada du...?*
- C (249) *a.*
- M (250) *Dua.*
- C (251) **Ini diganti!**
- M (252) **Iya sebentar. Nana menarik selimutnya dan mencium pipi papanya. "Selamat malam papa, Nana mau bobok!"**
- M (253) *Coba, hayo sudah berdoa belum? Sudah berdoa belum?*
- C (254) *Sudah.*
- M (255) *Sudah iya.*
- M (256) **Tiba-tiba terdengar suara aaaaahhh. Nana takut.**
- M (257) **Lihat papanya ngintip! Diintip sama papanya.**
- M (258) **"Ada apa Nana?" "Ada apa Kevin?" tanya ayah, tanya papa terkejut sambil menyalakan lampu.**
- M (259) **Lampunya terus dinyalakan 'tik'. Uh terus kamarnya jadi terang, kayak gini ini terang ini.**
- M (260) **"Papa suara itu?" tanya Kevin gemetar ketakutan. Hiii takut!**
- M (261) *Takut ndak kalau ada suara yang kapan itu Kevin takut? Takut ndak?*
- C (262) *Takut.*
- M (263) *Takut. Kenapa kok takut? Gelap?*
- M (264) **Nana mengangguk lega. Oh ada papa, udah ndak takut lagi.**
- M (265) **Sekarang saatnya Kevin bobok. Terus papa matikan lampu.**
- M (266) *Kevin njerit lagi, "Ayah, papa suara apa itu?" tanya Kevin lagi. Auuw... auuw... terus papa hilang gini. "Oh itu suara serigala Kevin!"*
- M (267) **Suara serigala? Iya serigala dan anaknya juga mamanya sedang bernyanyi di bawah cahaya bulan.**
- M (268) **Lha ini serigalanya nyanyi.**
- M (269) **Kalau Kevin kan nyanyinya apa?**
- C (270) *Rasa cinta.*
- M (271) **Rasa cinta? Ninji (Nidji, a popular band in Indonesia), kok lagu Ninji? Katanya papa Ninja.**
- M (272) **Kalau serigala itu kalau nyanyi bunyinya gini auw... auw... auw... gitu, iya?**
- M (273) **Terus habis gitu 'cit...cit..cit'. itu kan suara tikus.**

**Aku Bahagia**

- M (305) **Terus cerita selanjutnya judulnya Aku Bahagia.**  
M (306) **Bahagia itu senang, iya Jo? Apa?**  
C (307) *Iya.*  
M (308) **Se...?**  
C (309) *nang.*  
M (310) **Senang.**  
M (311) **Lihat sampai loncat-loncat, tangannya ditaruh di atas.**  
M (312) *Eh Kevin bahagia.*  
M (313) **Ketika Kevin merasa senang, Kevin seperti ini kayak terbang. Seekor burung yang terbang tinggi di angkasa. Matahari yang bersinar dengan hangat.**  
M (314) **Whuus ada kembang api yang meletus di malam hari. Dor! Ya'apa?**  
C (315) *Dor.*  
M (316) *Iya.*  
M (317) **Yang waktu kita lihat itu lho Jo, Ninji (Nidji), di Tugu pahlawan malam-malam kan ada kembang api yang banyak dor..dor...gitu. inget ndak?**  
M (318) **Banyak apa ndak waktu itu? Banyak apa ndak? Kok cuman ngangguk?**  
C (319) *Iya.*  
M (320) *Banyak.*  
M (321) **Ya ngomong jangan ngangguk, ya malas mama.**  
M (322) **Ketika kevin merasa bahagia, Kevin tersenyum.**  
C (323) *Iya.*  
M (324) **Tersenyum ya'apa? Hi tertawa, tertawa ha...ha...ha....**  
M (325) **Kevin berteriak gembira. Ya'apa kalau teriak gembira itu? Aaahh ha...ha...ha....**  
M (326) **Ini main apa ini? Main badmin...ton.**  
C (337) *ton.*  
M (338) *Badminton.*  
M (339) **Ketika Kevin bahagia, Kevin lari-lari terus loncat.**  
M (340) **Lihat lari-lari! Kevin kalau seneng lari-lari ndak?**  
C (341) *Iya.*  
M (342) **Lari-lari terus loncat ndak?**  
C (343) *Iya.*  
M (344) **Iya sama siapa kalau loncat? Kalau main?**  
C (345) *Sendirian.*  
M (346) **Lho adik dikemanain?**  
C (347) *Ini sama adik.*  
M (348) **Oh iya.**  
M (349) **Kevin terus menari-nari.**  
M (350) **Nari-nari Kevin loncat-loncat sambil setel lagu apa biasanya?**  
C (351) *Peterpan.*  
M (352) **Peterpan. Iya Peterpan. Apa judulnya? Ya'apa kalau nyanyi lagu Peterpannya?**  
M (353) **Ayo!**  
C (354) *Rasa cinta.*  
M (355) **Rasa cinta itu Ninji. Tadi kan bilang Peterpan, apa?**  
M (356) **Ya'apa kalau Peterpan itu gimana? Aku menunggumu...**  
C (357) *Menunggumu*  
M (358) *Menunggumu nanti.*  
M (359) **C'itu kan Kevin, dulu Kevin waktu kecil kalau nyanyi metunggumu...metunggumu gitu.**  
M (360) **Ya itu tandanya Kevin se...?**  
C (361) *nang.*  
M (362) **Senang, bahagia makanya sampai loncat-loncat itu. Sampai tempat tidurnya kotor semua.**

**Participant B : Mrs. Euis and Raka****Pergi Kemping**

- M (1) **Raka... Raka pergi kemping, iya?**  
M (2) **Sama mama, papa, adik Icha, iya?**  
M (3) **Ini, ini siapa nih?**  
C (4) *Papa*  
M (5) **Hmm?**  
C (6) *Papa*  
M (7) **Papa. Terus papa bilang, "Raka hati-hati, jangan lari nanti jatuh! Trus, Raka jawab apa? "Baik papa."**  
C (8) *Baik papa.*  
M (9) **Terus... lha ini Raka sama papa bikin apa ini? Bikin tenda.**  
C (10) *Tenda, kapal.*  
M (11) **Bukan. Tenda, tenda itu buat bobok.**  
C (12) *Buat bobok.*  
M (13) **Kalau malam. Boboknya di luar, bukan di rumah.**  
M (14) **Ini di hutan.**  
C (15) *Di hutan?*  
M (16) *Iya.*  
C (17) *Mana di hutan?*  
M (18) **Ini di hutannya ada pohon-pohonnya, iya?**  
C (19) *Iya.*  
M (20) **Ini papa, papa pegang apa ini?**  
C (21) *Ini apa ini?*  
M (22) **Ini, ini papa.**  
M (23) **Papa bilang sama Raka, "Raka, talinya pegang yang kuat!" Iya? Apa ini?**  
C (24) *Ndak tahu.*  
M (25) **Ha? Ini tali.**  
C (26) *Tali.*  
M (27) **Hê êh.**  
M (28) **Papa lagi bikin tenda, terus papa bilang, "Raka pegang yang erat ya! Sebentar lagi tenda kita selesai." Iya?**  
M (29) **Ini Raka.**  
M (30) **Raka pegang tendanya.**  
M (31) **Ini mama bawa apa?**  
C (32) *Air.*  
M (33) **Buat apa? Buat masak.**  
C (34) *Buat masak.*  
M (35) **Iya.**  
M (36) **Ini adik Icha tanya sama Raka, "Mas Raka, lihat termos air buat masak?" Iya?**  
M (37) **Terus, siangnya, papa sama Raka jalan-jalan. Kemana ini? Ini apa ini Ka?**  
C (38) *Ndak tahu.*  
M (39) **Jembatan.**  
C (40) *Ini apa?*  
M (41) **Ini, ini lihaten papa.**  
M (42) *Papa nyuruh Raka, "Raka tunggu dulu, itu lho ada rumah." Iya?*  
M (43) **Terus Raka bilang, "Papa, cepet papa! Apa yang ada di dalam gubug itu pa?" Ada apa?**  
C (44) *Monyet.*  
M (45) **Monyet. Monyetnya ada?**  
C (46) *Ada dua.*  
M (47) **Ada dua. Ini, ini monyet besar ini siapa? Mamanya.**  
C (48) *Mamanya.*

**Camille Pergi ke Dokter**

- M (112) **Ini, ini siapa ini?**  
 C (113) *Adik Isa.*  
 M (114) **Ini?**  
 C (115) *Dupi.*  
 M (116) **Mmm, adik Isa mau diajak mama pergi ke dokter, iya?**  
 M (117) *Terus adik Isa ngomong sama Dupi, "Dupi, adik Isa mau dibawa ke dokter sama mama," gitu. Terus katanya mama adik Isa mau disuntik.*  
 M (118) **Raka berani ndak disuntik?**  
 C (119) *Di mana?*  
 M (120) *Di rumah sakit.*  
 C (121) *Mana di rumah sakit?*  
 M (122) **Ini, ini kenapa ini? Takut.**  
 C (123) *Takut.*  
 M (124) **Hê êh.**  
 M (125) **Ini apa ini? Jarum apa? Jarum...?**  
 C (126) *Jarum suntik.*  
 M (127) **Iya.**  
 M (128) **Terus katanya mama, mamanya ngomong, "Disuntik, disuntik itu gak sakit kok. Sakitnya Cuma sedikit." Adik Isanya sama pegangi Dupi, gitu ya, hê êh?**  
 M (129) *Raka takut ndak dibawa ke rumah sakit, disuntik? Ngomong dong!*  
 C (130) *Ndak.*  
 M (131) **Ndak.**  
 M (132) **Ini ketemu siapa? Katanya mama kalo...kalau adik Isa dibawa ke dokter disuntik. Abis disuntik dikasih permen.**  
 C (133) *Permen?*  
 M (134) *Hê êh.*  
 C (135) *Kalau abis disuntik pak dokter, dikasih permen?*  
 M (136) *Hê êh, permen apa?*  
 C (137) *Permen plong.*  
 M (138) *Permen plong. Ini, ini siapa ini? Om siapa ini?*  
 C (139) *Om dokter.*  
 M (140) **Om dokter.**  
 M (141) **Siapa namanya om dokter ini?**  
 C (142) *Ndak tahu.*  
 M (143) **Om dokter Ru...?**  
 M (144) **Yang keras om dokter siapa ini?**  
 C (145) *Rudi.*  
 M (146) **Om dokter Rudi.**  
 M (147) **Ini adik Isa diantar mama, iya, mau disuntik. Terus ini? Terus adik Isa ngomong, "Mama, adik Ica ndak mau disuntik, digantiin Dupi aja yang disuntik ya?" Ngomong gitu ya? Mau ndak Dupi disuntik?**  
 M (148) **Ngomong dong! Dupi mau disuntik ndak?**  
 C (149) *Ndak.*  
 M (150) **Ndak mau. Sakit disuntik itu iya? Mosok sih!**  
 M (151) **Terus mama bilang, "Yang disuntik itu adik Ica bukan Dupinya."**  
 M (152) **Gitu iya? Kok diam aja sih, lagi ndak mood ya?**  
 M (153) **Ini, ini gambar apa ini?**  
 C (154) *Gambar...itu...adik.*  
 M (155) *Adik kenapa?*  
 C (156) *Mberangkang.*  
 M (157) **Mberangkang. Ini itu ya, eh, ini mainan kayak Raka.**

**Pierre Nonton TV**

- M (236) **Ini ceritanya Raka nonton.**  
 C (237) *Nonton?*  
 M (238) **TV. Raka bangun pagi.**  
 M (239) **Ini Raka liat-liat apa ini? Buka-buka apa namanya?**  
 C (240) *Ndak tahu.*  
 M (241) *Buku.*  
 C (242) *Buku.*  
 M (243) **Yang habis dibelikan mama kemarin itu, iya?**  
 C (244) *Iya.*  
 M (245) **Iya, buka-buka, liat-liat gambarnya. Raka kan seneng to liat-liat gambarnya?**  
 C (246) *Iya.*  
 M (247) **Hê êh, setelah liat-liat gambar....**  
 C (248) *Mama ini, ma ini sepatu.*  
 M (249) *Iya sepatu.*  
 M (250) **Terus Raka cari, habis Raka baca-baca buku terus Raka ke tuang tamu.**  
 C (251) *Ruang tamu?*  
 M (252) *Hê êh, Raka ke ruang tamu mau nonton TV di sana.*  
 C (253) *Ruang tamu.*  
 M (254) **TVnya siapa yang di ruang tamu?**  
 C (255) *A' Ong (Mbah Kakung).*  
 M (256) **Hê êh TVnya A' Ong.**  
 M (257) **Raka, raka mau nonton TV. Raka liat Dupi. Dupinya lagi bobok.**  
 M (258) *Dupinya Raka lagi bobok, iya?*  
 C (259) *Iya.*  
 M (260) **Hê êh.**  
 M (261) **Akhirnya, terus Raka liat TV. Raka mau liat film kartun, nonton Tom Jerry.**  
 C (262) *Tom Jerry?*  
 M (263) *Hê êh.*  
 C (264) **Ma nyalain TVnya ma?**  
 M (265) **Iya nanti dinyalain. Raka pegang apa ini?**  
 C (266) *Pegang remote.*  
 M (267) **Pegang remote con....?**  
 C (268) *Con...?*  
 M (269) *Control.*  
 C (270) *Control.*  
 M (271) **Hê êh.**  
 M (272) **Terus.... tapi Raka waktu mau duduk, mau nonton TV, mama bangun.**  
 C (273) *Bangun?*  
 M (274) *Mamanya bangun terus mama bilang, "Selamat pagi Raka." gitu.*  
 C (275) *Gitu?*  
 M (276) *Iya. "Sedang nonton TV ya?"*  
 M (277) *"Sudah nonton TV?"*  
 M (278) *"Ayo maem yuk, sarapan dulu!" Iya?*  
 C (279) *Iya.*  
 M (280) **Hê êh, mama mau nyiapin sarapan terus Raka bilang gini, "Nanti dulu ma, sebentar lagi Tom Jerrynya mau mulai. Raka suka, Raka mau nonton film itu dulu," gitu.**  
 C (281) *Gitu?*  
 M (282) *Iya. Terus mama....*  
 C (283) *Mama?*  
 M (284) **Mama mengizinkan Raka untuk nonton TV.**  
 C (285) *Nonton TV.*  
 M (286) **Hê êh sampe roti yang mama sediakan untuk sarapan buat Raka selesai, iya?**

**Participant C : Mrs. Agustin and Tiffany****Titi Tupai Adu Lari**

- M (132) **Cerita selanjutnya judulnya Titi Tupai Adu Lari.**
- M (133) Pada suatu hari Titi tupai dan Ra kura sedang berjalan-jalan.
- M (134) Mereka berdua saling menceritakan pengalaman selama liburan sekolah.
- M (135) **Ini lagi libur sekolahnya.**
- M (136) **Sedang apa mereka berdua?**
- C (137) *Sedang jalan-jalan.*
- M (138) **Ketika sedang asyik bercerita**, di tengah jalan mereka bertemu Cici kelinci. "Hai Titi, hai Ra kura," sapa Cici kelinci. "Hendak kemana kalian? Boleh aku ikut?"
- M (139) "Boleh saja. Mari ikut kami berjalan-jalan, sambil bertukar pengalaman masa liburan sekolah," jawab Titi tupai.
- M (140) **Ketemu sama siapa?**
- C (141) *Cici kelinci.*
- M (142) **Iya Cici kelinci.**
- M (143) **"Apa saja yang kalian kerjakan selama liburan?" tanya Cici kelinci pada kedua temannya.**
- M (144) "Aku pergi ke rumah nenekku yang tinggal di tepi sungai," kata Ra kura.
- M (145) "Kalau aku di rumah saja membantu ibu mengumpulkan buah kenari, untuk persiapan musim dingin," kata Titi tupai.
- M (146) **Siapa yang makannya buah kenari?**
- C (147) *Titi tupai.*
- M (148) **Titi tupai. "Ah cerita kalian kurang seru. Kalau aku, aku baru saja memenangkan lomba lari bagi semua anak kelinci di hutan ini," kata Cici kelinci sombong.**
- M (149) "Kalian tentu tahu kalau kelinci itu larinya cepat. Tapi akulah yang tercepat di antara mereka."
- M (150) "Ah, tapi belum tentu kamu menang melawan kami, betul tidak Ra?" tanya Titi tupai pada Ra kura.
- M (151) "Uh...eh..., iya...,," jawab Ra kura gugup.
- M (152) "Baiklah kalau begitu ayo kita buktikan," kata Cici kelinci tak mau kalah. Hatinya panas, merasa diremehkan oleh Titi tupai. "Dan aku wasitnya," seru Mumu murai.
- M (153) Mereka bertiga bersiap-siap untuk adu kecepatan. Mumu murai memberi aba-aba teman-temannya untuk bersiap. "Awas, siap! Satu, dua, tiga!"
- M (154) **Apa yang dibawa oleh Mumu murai?**
- C (155) *Bendera.*
- M (156) **Bendera hitam putih kotak-kotak.**
- M (157) **Begitu bendera diangkat, Cici kelinci melesat lari, cepat sekali.**
- M (158) Titi tupai dan Ra kura terkejut, tapi mereka segera lari menyusul.
- M (159) Karena merasa pasti menang, Cici kelinci duduk menanti kedua temannya yang masih jauh di belakang.
- M (160) "Hi...hi...hi, mereka terlalu lamban untuk dapat menyusulku," pikir Cici kelinci dengan sombong.
- M (161) Ketika melihat Titi tupai dan Ra kura mendekat, Cici kelinci segera melesat lari lagi meninggalkan teman-temannya.
- M 162) Cici kelinci berhenti dan beristirahat lagi di bawah sebatang pohon yang rindang.
- M (163) Ketika Titi tupai dan Ra kura sampai juga di bawah pohon itu, berkatalah ia meremehkan, "Kalian larilah lebih dulu, karena kalau kau yang lari dulu pasti kalian akan tertinggal jauh."
- M (164) **Cici kelinci beristirahat di mana?**
- C (165) *Di bawah pohon.*
- M (166) **Di bawah pohon yang rindang.**
- M (167) **Kita lanjutkan ceritanya.**

**Monci Belajar Aneka Buah**

- M (189) **Hari ini mama mau menceritakan sebuah buku berjudul Monci Belajar Aneka Buah.**
- M (190) Halo! Namaku Monci, aku ini monyet.
- M (191) Aku senang sekali makan buah-buahan. Maukah kamu bermain bersamaku?
- M (192) **Mbak Dita mau bermain bersama Monci?**
- C (193) *Mau.*
- M (194) Kita akan belajar lebih banyak tentang jenis buah-buahan.
- M (195) **Nah kita kan belajar tentang buah-buahan bersama Monci si mo...?**
- C (196) *nyet.*
- M (197) **Monci lapar.** Untung saja ibu sudah mengumpulkan berbagai buah-buahan untukku.
- M (198) Aku suka sekali buah yang rasanya manis. Aku tidak suka buah yang rasanya masam.
- M (199) Tahukah kamu buah apa saja yang rasanya masam dan buah apa saja yang rasanya manis?
- M (200) **Tahu ndak mbak Dita buah-buahan yang rasanya asam dan manis?**
- C (201) *Tahu.*
- M (202) **Apa saja mbak Dita. Ini gambar apa?**
- C (203) *Semangka.*
- M (204) **Semangka. Ini?**
- C (205) *Apel.*
- M (206) **Kalau yang ini?**
- C (207) *Anggur.*
- M (208) **Betul.**
- M (209) **Di sini juga ada buah mang...?**
- C (210) *ga.*
- M (211) **Iya mangga. Stro...?**
- C (212) *beri.*
- M (213) **Iya stroberi. Ini je...?**
- C (214) *ruk.*
- M (215) **Pinter!**
- M (216) **Lalu mana yang rasanya masam dan yang mana yang rasanya manis?**
- M (217) **Semangka manis ndak mbak Dita?**
- C (218) *Manis.*
- M (219) **Buah apel manis ndak?**
- C (220) *Manis*
- M (221) **Mangga?**
- C (222) *Manis.*
- M (223) **Kalau anggur manis ndak?**
- C (224) *Manis.*
- M (225) **Terus kalau jeruk sama stroberi rasanya?**
- C (226) *Kecut.*
- M (227) **Monci senang sekali makan bersama teman-teman.**
- M (228) Tahukah kamu apa saja yang dimakan teman-temanku ini?
- M (229) Apakah makanan mereka itu termasuk jenis buah-buahan?
- M (230) **Ini adalah teman-temannya Monci. Siapa saja teman-temannya Monci?**
- C (231) *Kelinci.*
- M (232) **Yang ini siapa?**
- C (233) *ehm...*
- M (234) **Tupai.**
- C (235) *Tupai.*
- M (236) **Kelinci makannya apa mbak Dita?**
- C (237) *Wortel.*

**Membantu Ibu**

- M (279) **Buku terakhir kita judulnya Membantu Ibu.**  
M (280) Adik memakai celana, kaus kaki, dan sepatunya.  
M (281) Dia dapat berpakaian sendiri.  
M (282) **Mbak Dita memakai pakaianku.**  
M (283) Kausku masuk lewat kepala.  
M (284) **Ini kalau Dita pakai kaos itu dimasukin lewat atas kepala gitu iya?**  
C (285) *Kaos yang mana?*  
M (286) **Kaosnya mbak Dita yang warna pink itu lho.**  
M (287) **Terus, ibu akan menolong menariknya.**  
M (288) Ibu mengaitkan sepatuku.  
M (289) **"Kau anak pintar, Mbak Dita," kata ibu.**  
M (290) "Kau hampir dapat memakai pakaianmu sendiri."  
M (291) **Siapa yang hampir dapat memakai pakaiannya sendiri mbak Dita?**  
C (292) *Mbaknya*  
M (293) **Iya betul.**  
M (294) **Sekarang ceritanya kami semua ke ruang makan untuk sarapan.**  
M (295) Adik memecah telur untuk digoreng ayah.  
M (296) Aku memasukkan roti ke dalam pemanggang roti.  
M (297) **Jika sudah panas dan coklat, roti itu akan meloncat keluar sendiri. Berarti itu sudah matang iya?**  
M (298) **Lihat ini rotinya dimasukkan terus nanti kalau sudah matang keluar sendiri.**  
C (299) *Dimasukan di mana?*  
M (300) **Dimasukin sini. Ini namanya panggangan roti.**  
M (301) **Terus ayahnya bilang gini, "kalian berdua telah banyak membantu."**  
M (302) Kami melambaikan tangan kepada ayah dari pintu.  
M (303) Kemudian tiba waktunya untuk membereskan tempat tidur ibu.  
M (304) "Tarik seprai kuat-kuat," kata ibu.  
M (305) Kami menarik seprai sampai tidak ada kerut-kerut lagi.  
M (306) "Terima kasih," kata ibu ketika kami selesai.  
M (307) Swish! Swish! Bunyi sapu pluff! Pluff! Bunyi pengepel debu.  
M (308) Brr! Brr! Bunyi pembersih karpet ketika sedang membersihkan kotoran.]  
M (309) **Adik-adiknya ini sedang membersihkan apa mbak Dita?**  
C (310) *Kotoran.*  
M (311) **Betul. Terus, kami membersihkan seluruh rumah.**  
M (312) Di bawah tempat tidur, di atas permadani, semua sudut kami bersihkan.  
M (313) "Ini kain lap untukmu," kata ibu.  
M (314) Adik mengelap, sementara aku mengepel bawah kursi.  
M (315) Sekarang waktunya mencuci.  
M (316) Kami mengumpulkan pakaian-pakaian.  
M (317) Adik memasukkan pakaian ayah ke dalam mesin cuci.  
M (318) Aku memasukkan pakaian bonekaku.  
M (319) Sabun dimasukkan. Penutup mesin cuci ditutup. Brummm! Bunyi mesin cuci. Pakaian-pakaian berputar-putar.  
M (320) Aku dapat melihat wajahku dikaca yang berkilat.  
C (321) *Ngaca itu.*  
M (322) **Oh iya.**  
M (323) Setelah dicuci bajunya dijemur.  
M (324) Tiang jemuranku tidak setinggi punya ibu.  
M (325) Tiang jemuranku itu pas untukku.  
M (326) Aku menjemur pakaian boneka. Dua penjepit jemuran untuk roknya.  
M (327) Satu penjepit untuk masing-masing kaus kaki. Dan satu penjepit untuk topinya.  
M (328) **Mbaknya ini menjemur apa mbak Dita?**



## LIST OF PICTURE BOOKS

### Fictional Picture Books:

- Pergi Kemping
- Pierre Nonton TV
- Camille Pergi Ke Dokter
- Membantu Ibu
- Titi Tupai Adu Lari
- Gogo Kodok Tersesat di Hutan
- Serigala dan Burung Jenjang

### Informational Picture Books:

- Makanan Leon
- Aku Bahagia
- Monci Belajar Aneka Buah
- Suara Apa Itu?
- Rintik Dari Langit: Mengenal Daur Air