

ABSTRACT

A story book reading, the event in which an adult read a storybook to an individual child or to a group of children, is widely recommended by educators as an activity of central importance to a young child's literacy development. In this study the writer uses expository books with full color and illustration. Expository books also referred to as information or nonfiction books were of interest in this study because of the features that differentiate them from fictional narrative story book. This study aimed to find out the extra textual interaction elaborated by teachers in reading expository book to the students in *Galuh Handayani Inclusive School*. The data were collected by videotaping four teachers and their students in reading expository book. Then, the writer analyzed the data using coding categories by Natsiopoulou et al (2003). The data showed that the highest frequency of extra textual interaction employed by teachers was feedback category. It is because first, related to the time duration of the reading activity. Second, the teachers wanted to know whether their students understand about the contents in the story books. The last is the use of story book in this study could become a possible reason. The used of expository book that contains full of information in the books could give the correct answers to their students by applying the category of feedback correcting so that the students could know the correct answers.

Keywords: expository book, extra textual interaction, inclusive school and teacher.