

ABSTRACT

In reading narrative storybook activity, teachers do not only read the printed text in the book, but also share and discuss together with the students. The teachers do extra textual interaction in reading narrative storybooks activity. Therefore, this study aims to find out the extra textual interaction produced by teachers in reading narrative storybooks to their students in Galuh Handayani Elementary School Surabaya. This study is also aimed at knowing the frequent category employed by teachers. The data were collected by videotaping four teachers in reading storybooks in classroom. Then, the data were analyzed by using coding procedures used by Natsiopoulou, Souliotis, & Kyridis (2003). The result was four participants did not use all categories. There are two participants did not employ relating story to the real life and recalling information category. The most frequent extra textual interaction produced by the teachers was asking about names category. The possible reason of this finding is the teachers tried to help their students became familiar, remember and more understand about the characters, object, incidents, and settings in the story well.

Keywords: extra textual interaction, teachers, narrative story book.

CHAPTER I INTRODUCTION