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Nama : Aprilian Eli Wahyu Wilujeng
NIM : 112009213
Fakultas : Bahasa dan Sastra
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir :
Classroom Interactions between Teacher and Young Learners in Story-Based Lessons

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[Signature]
Anita Kurniawati, M. Hum.
[Signature]
Maria Christina Eko Setyarini, M. Hum.

Aprilian Eli Wahyu Wilujeng
CLASSROOM INTERACTIONS BETWEEN TEACHER AND YOUNG LEARNERS IN STORY-BASED LESSONS

THESIS
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

Aprilian Eli Wahyu Wilujeng
112007213

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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Approved by:

Supervisor      Examiner
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Approved by

Thesis Supervisor
Anita Kurniawati H, M. Hum.

Thesis Examiner
Maria Christina Eko Setyarini, M. Hum.
This study was conducted to investigate classroom interaction between teachers and students during story-based lesson. One research question guided this study: how is interaction between teacher and students during story-based lesson? The subjects of this study were five teachers included all students who joined in the classroom in Bethany Kindergarten and Playgroup Salatiga. Observation was used to collect the data. This study showed different result from the previous study done by Chen-Ying Li and Paul Seedhouse (2010). There were four results that found in this study. First, interaction that happened during story time is only between teacher to student and student to teacher, the interaction which came from student to student did not appear because the teacher does not give time to students to discuss the lesson with their peers. Second, only few students who are willingly to participate actively during story session, this case happened because those students looks dominant in the classroom and can be categorized into active learners. Third, exchange knowledge happened when the students familiar to the story, this case happened because some students have experience toward the story. The last, interaction also took place in the form of non-verbal action during story session because this action can interpret their thought instead of doing verbal action. However, every interactions which happened in the classroom is depend on how the creativity from the teachers to deliver the content of the story.

**Keyword: Storytelling, Classroom interaction.**

**INTRODUCTION**

As I experienced in my teaching practicum, I realized that classroom interaction is one of the important point that need to be highlighted in teaching EFL students. Through interactions, the teacher can deliver the material well and motivate the students to join actively in teaching-learning process. Some experts state that the possible cognitive and social gains as well as the positive learning outcomes resulting in and from interaction within the classroom community have also been highlighted (Bowman, Donovan and Burn, 2001; Smith and Dickson, 1994).
However, to achieve such classroom interaction is not easy for teacher. Moreover, it is quite difficult when dealing with young learners, in this case are Kindergarten students. When I observed my mother teach her students, I see that children were moving around the classroom, sometimes few of them playing or having a conversation with their peers and they did not listen to her explanation. This kind of behavior is unavoidable because children are active learners. Not all classroom interaction can be asserted perfectly and naturally. Sometimes, a classroom interaction may fall flat although teachers try everyday to encourage student to participate effectively in classroom discussion (Moguel, 2004). Yet, a language teacher has a role to build an environment with optimum learning conditions for learners (Hanaa, 2009). Fu, Stremmed and Hill (2002) explained that guided participation in the activities of children should be the teacher’s role, while play and expression of ideas through interaction with adults, peers, and the environment should be the primary business of the children. Therefore, teacher or educator have to look seriously at the students’ emotions, conditions and expectations, and learn to ‘read’ each other over time (Hargreaves, 2000). In other words, language teacher should have methods to attract their students’ attention in order to handle the classroom interaction, since there are various types of students in the classroom, for instance the use of directed approaches which yield good result such as learning through storytelling, prints, rhymes were seen as better approach (Howes, James, and Ritchie, 2003).

There is a related previous study on this topic. The study was conducted by Chen-Ying Li and Paul Seedhouse (2010) entitled “Classroom interaction in Story-Based Lesson with Young Learners”. This study compared the use of story-based lesson with the standard lesson in EFL classrooms with young learners. The result of this study showed that story-based lesson gave more variations of interaction patterns and
overlapping occurs more frequently. They suggested that the story-based approach create an entertaining environment which stimulates a higher level of intrinsic motivation and engagement from pupils. They stressed that what and how the pupils learn from the story-based lesson is related to how the teacher uses the story in the classroom and what he/she expected his/her pupils to learn from listening to the story.

My study was inspired by study done by Chen-Ying Li and Paul Seedhouse (2010) but my study has dissimilarities. My study is in Indonesian context and in different level. Also, I would investigate classroom interaction between teacher and students during story-based lesson. One research question guided this study is how is interaction between teacher and students during story-based lesson? My expectation through this study is as references for the teachers in general and for kindergarten teachers in particular on how to use story to promote interactions in teaching young learners in EFL context, so that teachers will be more creative and innovative in using story to make a better classroom interaction which lead to the successful teaching.

LITERATURE REVIEW

Storytelling

Teaching EFL learners does not simply giving instruction in the classroom, but also helps the learners to understand socio-cultural aspect and enabling them to engage in real-life exchange and effective communication. One way to lead students to social-cultural differences is through literature, for instance through storytelling, prints or rhymes (Howes, James, and Ritchie, 2003). Palmer (2001) defines that storytelling is as a rich interactive process that facilitates imagination, creative thinking, language abilities and cooperative learning. Storytelling offers a limitless opportunity for developing more authentic awareness of and respect for children with diverse language and cultural background. Moreover, Pellowski (2000) in Agatha (2008) points out that
storytelling is the art of narration of stories as performed or led by the stories may be spoken, chanted or sung, with or without musical, pictorial or other accompaniment and may be learned from oral, printed or mechanically recorded sources. Therefore, reading story books, watching movies or telling stories can be used for the teacher to deliver the lesson. Ellis and Brewster (2002) also stated that the use of stories to teach young learners can correlate the gap between language study and language use and also to link classroom learning with the world outside.

Commonly, storytelling is used as a practical and enjoyable way to engage students’ attention and to enhance learning process (Peck, 1989; Tsou et al., 2006). Otherwise, there are some benefits when the teacher uses storytelling approach. First, the students would able to build their own world and imagination as stated by Russell (1994) in Agatha (2008) that children could open up a new and wonderful world through books. In the other word, when the students hear the stories or read the books containing stories, their knowledge will be enriched. Second, even every student has different interpretation about stories but they can express their thought by telling their thoughts with their peers or teachers. This approach leads the children to build an interaction between teacher or students in the classroom. As stated by Bryant and Harris (2011) that storytelling is an approach that can be used to raise a question or problem, engaging students in issue and in finding creative solution based on their understanding and personal experiences. It means that by asking some questions related to the stories and asks the students to discuss with their friends would create interactions in the classroom. Also, through storytelling the students can engage their four language skill, writing, reading, speaking and listening (Anderson, 2000 cited in Agatha, 2008). The last, through storytelling approach would reduce teacher’s domination in the classroom interaction. In brief, storytelling approach can be used by
the teacher to promote interaction between teacher and students or student and student during teaching and learning process.

**Classroom interaction**

Classroom interaction takes an integral part in teaching and learning process. Biddle (1967) defines the term of interaction as action-reaction or a two way influence that may be between individuals (e.g. pupil-pupil, or teacher-target) or between an individual and a group (e.g. teacher- audience) or between materials and individuals. The term of interaction above almost same with the term of classroom interaction that stated by Dobinson (2001), he defines classroom interaction as an oral or written communication between the teacher and the student or student with student.

A good interaction in the classroom can be analyzed by some aspects, they are first, the teacher and the students have interaction constantly in the classroom (Tsui, 1995) or in the other words; there is a communication between them during teaching and learning process. Second, students take participation actively in the learning process for example: students are able to answer teacher’s questions or students take an initiative to ask questions to the teacher or their peers then they can give their responses to the questions (Cotton, 2004; Elkind, 1999; Xu, 2010). Third, there is an exchange of knowledge or opinion between teacher and students in negotiating the lesson (Fu, 2004 cited in Monica, 2011). The last, beside verbal action such as written or spoken words, there is also a contact between teacher and students or peers that can be analyzed through eye-contact, touch and facial expressions or gesturing among them that called as non-verbal action (Wilson, 1999).

There are some benefits from maintaining classroom interaction. First, students can increase their language score as they listen to or read authentic material or even the
output of their fellow students in discussion, skits, join problem solving tasks, or dialogue journals. In interaction, students can use all their posses of language, all they have learned or casually absorbed in real-life exchange (River, 1996). In other words, through interaction, students are able to increase the opportunities to express their language for communication. Second, classroom interaction is one of the main indicator in which learning is accomplished in the classroom (Hall and Walsh, 2002). Thus, I think that a classroom interaction can be achieved when both of teacher and student can interact actively in the class discussion.

**THE STUDY**

**Type of Research**

This study belongs to qualitative descriptive. In this study, I tried to investigate every process that happened during story based-lesson in the interaction concept uttered by teacher and students. The use of qualitative descriptive method would help me to find out the effectiveness of story-based lesson to teach young learners.

**Context of the study**

This research was conducted in Bethany Kindergarten and Play Group Salatiga. This school has a vision “SHINE FROM THE BEGINNING” and located in Bethany Miracle Center 2nd and 3rd floor, Salatiga Plaza. This school was chosen for this study because this school uses storytelling approach in its curriculum to promote interaction during teaching and learning process.

**Participants**

To support my research, I chose five teachers who teach two classes of grade A and all students who joined those classes were being my participants, especially those
who gave response toward teacher questions. Every two teachers handled each class and one of them only teaches once a week only at Monday.

**Instrument of data collection**

In conducting this research, I used two types of data which were primary and secondary data. The primary data was in form of transcription and the secondary data was in form of observation protocol. In order to get the primary data I used tape recording. The recording device helped me to get all the questions uttered by the teacher and students’ response during the whole teaching learning process without any data missing. Further, I used Observation Protocol proposed by Dornyei (2001) to analyze classroom interactions in storytelling session which leads me to explore the teacher’s used of questions and what responses that might emerged from the students during the lesson. Figure 1 is an example of observation protocol table that I modified in order to fulfill my data in this study. The main points of the table were teacher questions and students’ responses that emerged every 5 minutes during the lesson. Afterwards, all the data ready to be analyzed.

Figure 1

*Observation Protocol*

<table>
<thead>
<tr>
<th>Descriptive observation protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the story               :</td>
</tr>
<tr>
<td>Name of the teacher              :</td>
</tr>
<tr>
<td>Time                             :</td>
</tr>
<tr>
<td>Duration                         :</td>
</tr>
<tr>
<td>Number of students               :</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher questions</th>
<th>Time of occurrence</th>
<th>Students’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 minutes</td>
<td></td>
</tr>
</tbody>
</table>
Procedure of Data Collection

I started my research by conducting a meeting with the observed candidate teachers in order to discuss the observation time and set an agreement with the teachers about the recording during the observations. After the permission granted then I started the observation with the assistance of a tape recording device to record the verbal data spoken both by the teacher and students who give responses. Besides, I placed myself as a non-participant observer during the teaching learning process which means that I didn’t take any in-class participation, in order to make the classroom run naturally as usual. The observations were conducted ten times. Table 1 is the detail of observations time.

Procedure of Data Analysis

After I got my primary data on transcription of the teacher questions and students’ responses, I categorized them into table of teacher’s questions and students’ responses, the categorizations were using Observation protocol proposed by Dornyei (2001), yet, I modified the time of occurrence into 5 minutes only to make the interaction that happened in the classroom clearer.

FINDINGS AND DISCUSSIONS

After ten observations in Bethany Kindergarten and Play Group Salatiga, I found four cases that always appeared very frequently when the teachers use story as the medium to teach their students. First, interaction in the classroom only happened between teachers to students and students to teachers. Second, only few students were willingly to participate actively during story time. Third, an exchange of knowledge or opinion happened when the students are familiar with the story. The last, interaction
also took place in the form of non-verbal action during story session. The detail explanation will be discussed further.

**Interaction only happened between teachers to students and students to teachers**

According to Biddle (1967) an interaction is an action and reaction that happened between teacher to students, students to teacher or students to students. However, what I found during observations time in Bethany kindergarten and playgroup is quite different. I often saw that interaction is only between the teacher to students and students to teachers, I did not find an interaction which happened between students to students. Extract 1 and 2 are the examples of interaction between teachers to students.

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**Extract 1 (From 6th observation)**

In extract 1, the teacher started the discussion with a question “are you ready to listen to a story?” to know the readiness of the students, then all students answered “yes” which indicated that they were ready to listen the story. Afterward, the teacher begun the story and explained that the story is about an animal which lives in the water. However, before the teacher mentioned the habitat of animal, she was interrupted for few times by the students. Firstly, the teacher interrupted by S1 at the beginning of the lesson, S1 guessed that the animal was live in the river. Secondly, the teacher
interrupted by S2 who guessed that the animal lives in the sea. The teacher accepted S2’s answer with repeated S2’s answer and asked the students who wanted to guess the name of that animal; she said “Sometimes in the sea, do you want to guess what animal is that?” S2 answered teacher’s question with the word “Fish” and S2 repeated his answer while the teacher wanted to continue the story. Next, the teacher gave her respond toward S2’s answer and gave a clue to the students; the teacher said “No, this is not fish. This animal has a house on his back” From the clue, S3 could answer correctly that the name of the animal was a turtle. I provided another example that I found during observation.

T : Jesus has 12 disciples. Tuhan Yesus itu punya 12 murid. Nah... one of Jesus disciple , the name is Judas, this one ( showing the picture of Judas ) want to sell Jesus. He knows that everyone from one of the country is looking for Jesus, and then Judas sell Jesus to that person, this one ( showing another picture ). Later, if you want arrest Jesus you have go there and then Judas get the money from that person.This is the picture ( showing a picture ). Nah, after that do you know that Jesus already know what happen that the disciple to sell him ? Tuhan Yesus itu sudah tau kalau salah satu muridnya itu mau menjualNya.
S3 : I know, He scared.
T : Ya, One night, Jesus go to the garden and pray, and then what happened ? You have listen from Ms. A.
S3 : Ya. He scared.
T : Scared ?
S3 : Ya. And all the people sleep.
T : Ya. The disciples were sleeping but Jesus in the top of the garden
S3 : He’s pray for all the people ( the student tried to continue the story )

Extract 2 (From 5th observation)

In extract 2, Ms. C reviewed about Jesus story. She used a picture book when told her story to help the student remembered the story. S3 was one of few students who participated in the lesson when Ms. C told about one of Jesus’ disciple who wanted to sell Jesus to the soldier. We can see that after Ms. C talked quite long Ms C also asked “Nah, after that do you know that Jesus already know what happen that the disciple to sell Him?” S3 tried to deliver his thought with said “I know, He scared” which means at that time, Jesus felt scare when He will be arrested by the soldier. Ms. C gave her
response with the word “Ya” and continued her story little bit and also gave a question to the students related to the story, she asked “One night, Jesus go to the garden and pray, and then what happened? You have listen from Ms. A.” S3 gave his response with repeating his answer “Ya. He scared” the teacher gave confirmation check with repeating S3’s response, she said “Scared?” To make sure S3’s answered. S3 gave his response with “Ya, and all the people sleep”. S3’s response was true then the teacher answer and gave a feedback to S3, she said “Ya. The disciples were sleeping but Jesus in the top of the garden” afterward, S3 tried to continue teacher’s story and said “He’s pray for all the people” because S3 still remembered the story.

We can see in extract 1 and 2 that the interaction during story time only happened between teacher to students and students to teacher, whereas, the interaction which happened between student and student did not appear. This case happened because the teacher did not give a time to the students to discuss the lesson. Actually, the teachers have so much time for the students to have a discussion between them, so the interaction in the classroom not only from teacher to students and students to teacher but also between student to student.

The findings were quite contrary with statement from Dobinson (2001) who states that classroom interaction seen as an oral or written communication between the teacher and the students or student with student because in this context I did not see an interaction which happened between students to students during story session.

Only few students who are willingly to participate actively during story time

From two classes which I observed in Bethany Kindergarten and Playgroup, I realized that only few students who are willing to take participation actively in the classroom during story time. In this case, take participation actively means that the
students were able to answer teacher’s question and take initiative to ask question to the teacher. In extract 3 and 4, I provided two examples of students who able to give their responses toward teacher’s questions.

T : So, How can I fall?
Ss: Ha ha ha (some students were laughed)
S4: The banana
T : What happen, Ms. Kesya?
S4: The banana
T : What happen? I already eat the banana?
S4: You must throw to the dash bin.
T : That’s why momo fall down, because momo did not throw the banana skin in the…?
S5: Trash
T : Trash. In the trash? No, In the…?
S4: Dash bin

Extract 3 (From 2nd observation)

In extract 3, Ms. B told a story entitled *Throw the trash to the dash bin*. The teacher wanted to teach about discipline value through the story. S4 often answered toward teacher’s question. While the other students were laughed when the teacher asked “So, How can I fall?” S4 has initiative to answer the question; S4 answered with the word “The banana”. Even S4’s answer was wrong but the teacher could accept S4’s answer and the teacher tried to find out more information from S4 through a question “What happen, I already eat the banana?” then S4 gave her respond with “You must throw to the dash bin” Later, the teacher wanted the students to continue her story, she asked “That’s why Momo fall down, because Momo did not throw the banana skin in the…?” in this section, S5 appeared and answered “Trash”, but S5’s answer was wrong and the teacher used confirmation check, also wanted to clarify S5’s answer with question “Trash, in the trash? No, in the…?” then S4 answered teacher’s question again with the word “Dash bin”. Another case also happened in the Jesse’s class when the teacher told the same story.
T: So, what would you do with this banana skin? What should I do?
S2: I know, you throw to the dash bin.
S3: You must throw to the dash bin after eat this

Extract 4 (From 3rd observation)

In extract 4, Ms. B didn’t tell the students where the trash should have been throwing, in order to test students’ knowledge then she asked “*What would you do with this banana skin? What should I do?*” Impressively, two students were able to answer that question correctly. The first respond uttered by S2, he answered “*I know, you throw to the dash bin*” and the second respond came from S3 which sounds like an advice for the teacher because he said “*You must throw to the dash bin after eat this.*” The following example is about a student who able to ask question to the teacher.

S2: Selain Jesus gak ada yg bikin wake up again?
T: Iya.
S2: But, if the real one can’t wake up when they died?
T: Ya,, when human being can’t wake up when they die because Jesus was so great

Extract 5 (From 1st observation)

From the evidence in extract 5 showed that S2 still curious about Jesus after Ms. A told a story about Jesus who can do miracle and able to rise from the death, S2 asked the teacher at the end of the lesson to fulfill his curiosity. In his first questions, S2 mixed the languages, he used L1 and L2 “*Selain Jesus gak ada yg bikin wake up again?*” then Ms. A gave her respond using L1 “*Iya*” Next, S2 continued his question and asked “*But, if the real one can’t wake up when they died?*” in this section, S2 used L2 to continued his question, then the teacher also answered using L2, she answered “*Ya,, when human being can’t wake up when they die because Jesus was so great*” the teacher ensure S2 that Jesus is the only one who can wake up again.

We can see from extract 3, 4 and 5 that only certain students are willing to take participation actively in their class during story time. This case happened because those
students have a passion to participate which can be categorized into active learners. In the previous study done by Chen-Ying Li and Paul Seedhouse (2010) found that a high level participations from the students appeared during storytelling, but in this context only certain students who take participation which means not all students in the classroom joined in the discussion.

**An exchange knowledge or opinion happen when the students familiar with the story**

I also realized that the students could share their ideas with the teacher. Mostly, in the development stage of young learners, they have many ideas in their mind. The evidence of this case appeared in the third observation when Ms. B teaches Jesse’ class.

*T:* Alright Mr. Jadon. This is my banana. Uuhhhmm,, so yummy, who wants to get the banana?  
*S:* Me *(All students answered simultaneously)*  
*T:* Now sit down nicely first and I will take the banana from you.  
*S2:* Oh how,, ehm,, can you take one by one and then it’s also give for me *(a student share his idea)*.

**Extract 6 (From 3rd observation)**

In extract 6, we can see that S2 gave an idea to the teacher to distribute the banana to student one by one, S2 interpreted his thought with “Oh how,, ehm,, can you take one by one and then it’s also give for me” At that time, the banana was taken by other student and he doesn’t get the banana, so S2 wanted to have the banana like other student. Another example of this case also appeared in my second observation.

*T:* Now Ms. Kesya. When Ms. Kesya in the car. Ms. Kesya eat very delicious candy and you cannot eat the plastic right? So, where you have to throw the plastic? Can you open the window and you throw the plastic away from your car?  
*S4:* No, in the dash bin  
*S4:* Kalau aku naik car, kalau aku masukin kertas langsung masukin plastik  
*T:* Ya… you can throw your plastic in the dash…?  
*Ss:* Bin *(some students answered)*

**Extract 7 (From 2nd observation)**
In extract 7, Ms. B asked S4 to assess S4 knowledge about the lesson. Firstly, Ms. B gave an example to introduce her question and make sure that S4 will understand her question, Ms. B said “Now Ms. Kesya. When Ms. Kesya in the car. Ms. Kesya eat very delicious candy and you cannot eat the plastic right?” then Ms. B continued the question with “So, where you have to throw the plastic? Can you open the window and you throw the plastic away from your car?” S4 understand what Ms. B means through that questions, so S4 answered “No, in the dash bin” Afterward, S4 also gave her experience if she eat something and have a trash in the her car, she said “Kalau aku naik car, kalau aku masukin kertas langsung masukin plastic” at that time, S4 used L1 to deliver her thought to the teacher. Ms. B gave her respond toward S4’s experience with the word “Ya” then Ms. B continued her question “you can throw your plastic in the dash...?” and some students were answer with the word “Bin”.

From extract 6 and 7, I concluded that some students have different idea or opinion toward the lesson. This case could happen because those students have own experience related to the story that told by the teacher. As stated by Martinez (2007) that stories are one of the way for children to not only learn the language but also learn content, cultural aspect and how to solve everyday problems, etc. In other word, the students could express their thought when they heard a story which related to their experience, so that the teacher is not the only the source during story time, but experience can be use as their source.

Interaction also took place in the form of non-verbal action during story session

Non-verbal action is one component that can’t be separated when the teacher use storytelling as the medium to promote the interaction, because non-verbal action can be use to engaged student attention. During the observations, I saw that the teachers used
non-verbal action. Some examples of non-verbal action that I found are gesturing, touching and eye-contact. I found the example done by the teacher in the second observation.

*T*: Dash bin, and then momo won’t to clean, doesn’t want to throw the banana skin in the dash bin. Sssss ..Don’t take it, just put it down *(warned the student who wanted to take the banana skin on the floor the she continued the story)*. Nah,,I won’t to clean first, okay, and the Momo walk and won’t to clean it and then walking, suddenly, Momo step the banana skin and aaaaaahhhhhh….*(Teacher felt down pretended she was slipped by the banana skin)* oohhhh my leg *(Pretending she was hurt and hold her leg)* Oh, Prabu, did you push me? *(Doing eye contact)*

*S6*: *(Shake his head)*

*T*: So, How can I fall? *(Doing eye contact with the students)*

*Sa*: Ha ha ha *(all students were laughed)*

Extract 8 (From 2nd observation)

In the second observation, Ms. B told a story about monkey who won’t to throw the trash to the dash bin and I saw Ms. B used a monkey doll named Momo, a banana toy and a picture of banana skin as her aids. While telling her story, Ms. B doing some gestures to attract students’ attention and makes the story more alive. She acted like Momo who slept and fell down by the banana skin then after she fell down, she held her leg pretended that she felt hurt. Moreover, Ms. B also doing eye contact when Ms. B asked a question to S6, the S6 replied Ms. B’s question with shaking his head.

In addition, Ms. B also doing an action and reaction with the student when she asked the student to throw the banana skin to the dash bin. Firstly, Ms. B took the banana skin then gave that thing to the student.

*T*: Bima, can you help Momo to throw the trash into the dash bin, please? *(gave the banana skin to the student)*

*S7*: *(Take the banana skin from the teacher)*

*T*: Thank you. Throw it to the dash bin. *(Pointing the dash bin at the corner of the class)* Look Momo, look at Bima, Oh, okay Ms. B.

Extract 9 (From 2nd observation)
Clearly, from extract 8 showed that the teacher tried to invite the student to join in the teaching and learning process. The teacher wanted to give an example to the student and asked S7 to help her to throw the trash in the dash bin. The teacher asked “Bima, can you help Momo to throw the trash into the dash bin, please?” then S7 respond to the teacher’s instruction. As a result, the teacher gave the banana skin to the teacher which called as action and S7 accepted the banana skin from the teacher which called as reaction.

From extract 8 and 9, I summarized that gesture, eye-contact, and facial expression can be categorized into non-verbal actions which support interaction in the classroom. According to Wilson (1999) interaction can be analyzed through eye-contact, touch and facial expressions or gesturing between teacher and students or peers. I witnessed that the teacher and the students used this kind of action to expressing their thought and make the story more alive. Also, the effects of this action are the students have a passion to acquaintance and follow the teacher’s instruction or question during story session. Besides, the teacher would be easy to control the class because the students will enjoy listening to the story.

CONCLUSION

This study investigated classroom interaction between teacher and students during story based-lesson in Bethany Kindergarten and Play Group Salatiga. There were some results that answered my research question about how is interactions between teacher and students during story-based lesson. First, the interaction that happened during story time is only between teacher to student and student to teacher. The interaction that came from student to student did not appear because the teacher does not give time to the student to discuss the lesson with their peers. Second, only
few students who are willingly to participate actively during story session, this case happened because those students looks dominant in the classroom and can be categorized into active learners. Third, exchange knowledge happened when the students familiar to the story, this case could happen because the students have an experience toward the story. Thus, the students were able to share their opinion or idea through questions or sentences. Fourth, either teachers or students were doing non-verbal action during story session.

From my observations, I concluded that storytelling is quite effective to enhance the interactions with young learners because storytelling gave more opportunities to the learners to express their thought through questions, ideas, or responses. Yet, it depends on the creativity of the teacher delivering the stories because the way the teachers deliver the story would influence students’ activity in the classroom. I suggest that in order to maintain classroom interaction during storytelling, the teachers would give more chances to the students to participate in the teaching and learning process and the teachers will more creative in delivering the story. The result of this study showed a different result with the previous study done by Chen-Ying Li and Paul Seedhouse (2010). It could be have different result since the subject and the context were different as well. In this study the subject were teachers and students in Bethany Kindergarten and Playgroup. However, the previous study took the subjects of research from primary level in Taiwan. So, this kind of research may result different if be conducted with different subject in different context. For the further study, I suggest that the next researcher would like to conduct a research on some factors which make teachers manage their talk in the classroom during story session, so the classroom interaction will more alive and innovative.
Table 1

**Detail of Observations**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Class</th>
<th>Date</th>
<th>Time</th>
<th>Length of observation</th>
<th>Title of story</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Jesse</td>
<td>16&lt;sup&gt;th&lt;/sup&gt; May 2013</td>
<td>10.00 am</td>
<td>11:27”</td>
<td>Resurrection</td>
<td>Ms. A</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Sara</td>
<td>20&lt;sup&gt;th&lt;/sup&gt; May 2013</td>
<td>09.15 am</td>
<td>19:43”</td>
<td>Throw the trash to the dash bin</td>
<td>Ms. B</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Jesse</td>
<td>20&lt;sup&gt;th&lt;/sup&gt; May 2013</td>
<td>10.15 am</td>
<td>15:31”</td>
<td>Throw the trash to the dash bin</td>
<td>Ms. B</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Jesse</td>
<td>23&lt;sup&gt;rd&lt;/sup&gt; May 2013</td>
<td>10.15 am</td>
<td>25:03”</td>
<td>Review about Jesus story</td>
<td>Ms. C</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Jesse</td>
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<td>10.10 am</td>
<td>15:15”</td>
<td>The lesson of kindness</td>
<td>Ms. B</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>4&lt;sup&gt;th&lt;/sup&gt; June 2013</td>
<td>08.50 am</td>
<td>14:34”</td>
<td>The turtle that carries a house around</td>
<td>Ms. A</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>5&lt;sup&gt;th&lt;/sup&gt; June 2013</td>
<td>08.55 am</td>
<td>30:18”</td>
<td>Baby Moses</td>
<td>Ms. C</td>
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<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Sara</td>
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<td>08.31 am</td>
<td>11:11”</td>
<td>Jesus loves the little children</td>
<td>Ms. G</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tayo movie “The darkness is scary”</td>
<td>Ms. B</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Jesse and Sara</td>
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<td>09.00 am</td>
<td>16:15”</td>
<td>Finnegan finds a friend</td>
<td>Mr. F</td>
</tr>
</tbody>
</table>
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Aprilian Eli Wahyu Wilujeng
References


T: Do you remember the last story that I told u? Until that one?
S: Until the rock. (Some students answered simultaneously)
T: Sssshhh, until that one?
S: Until inside the cave. (A student answered)
T: Yes. Ok. Good. The story was happened that I did told you. Jesus was died?
S: In the cross. (Some students answered)
T: He died in the cross and then, after that Jesus was taken to the cave, buried in the cave…
S: His cave has a big rock. (A student talked initiatively)
T: Ya,, there was a big rock.
S: Then the rock put on the wall. (A student answered initiatively)
T: Quite, Now,, It’s time to tell you the next or the continuance of the story. After that, there were guards who was standing in front of the cave,, The Jesus grave,, kuburnya Tuhan Yesus,, and then the guards stand like this (showing the picture to the students) and suddenly,, what happen do you know?
S: I know, Jesus push the wall. (A student answered)
T: No.
S: No, He..He opened the rock. (Another student answered)
T: Oh no…
S: I think he disappeared. (Another student answered)
T: Suddenly, sssshhhhh.. Now, the guard was frightened and shocked because there was very big earth quake.
S: Hahahaha. (The students laughing)
T: Ada gempa bu,,?
S: mi.. (All students answered)
S: Boooommm…Boommm..! (Some students were made some noise)
T: and the big stronger quakes move the rock of the cave and then the cave was opened, look,, here,,see? (Showing the picture)
S: Woww.. (Students were came close to see the picture)
T: This is the big rock… the huge rock (pointing to the picture) and then the quake just opened the big rock. That’s why I show you the picture, see…?
S: Hemmm… (Some of the students came to see the picture again)
T: And do you know the man over here? Who is he.. Do you know?
S: Angel! (Some of the students answered)
T: Yes, there was an angel on the third day of Jesus death, on the third day, hari ke tiga. (Paused because a student named angel was came into the class)
S: Yaa,, Angel! (A student pointing to Angel)
T: Now, quite. I will tell you the next story. On Sunday morning three women went to the tomb to take care of Jesus body, they worry about how to roll the big stone away but they got to the tomb, the stone was already rolled away. Haaaa.. (The teacher expressed surprisingly). Where is Jesus! Oh, there is no Jesus. There was no Jesus inside the cave (speak loudly). Then,, a bright shining angel showed them the antitone and said that “Jesus was alive”, the angel said like that to the three women. They are Jesus family; they want to see Jesus but was not in the cave. Where is he?
S: I know,, He,,He boom.
T: What is “boom”?
S: He disappear (another student shouted)
T: Disappear?
S: Ya!
T: and then?
S: And then (thinking for awhile) He disappear and go to another place.
T: What is place? What place is that?
S: On my Bible Book, The Jesus.. (Thinking)
T: What we call that place?
S: Ehm.. (the student think)
T: I will tell you, what is the place?
S: That’s found..
T: You know what? Jesus was alive, He went rose and went to the…? Heaven… everybody say..(Asked the student to repeat)
S: Heaven! (All student repeat)
S: Why go to heaven? (A student asked)
T: Because he want to,,?
S: He rolled the rock and go to the wrong way. (A student answered spontaneously)
T: No,, Jesus rose again and went to heaven to prepare and wait for all us because someday when Jesus will come for the second time. He will take us to heaven. yaa,, heaven is a very nice place, a beautiful place. (She stopped her story because someone was farting)
T: Shall we continue the story?
S: Ya. (All students)
T: Ok. Good. Now, I will show you the picture. Jesus!
S: wow..wow.. (Surprised)
T: He’s Jesus, Jesus went to the heaven, many people thought him. He rose from the death, Jesus told to his followers, who is his followers? Who are they? The disci ……?
S: …ple.. (Some students continuing the word)
T: The disciple, murid-murid Tuhan Yesus.
S: But in my Bible book, when Jesus is gone he go to tournament city. Not no more to heaven.
T: The last time, He is.. He is last time in his life, Jesus not stay in the earth anymore. He’s died. He has to go to heaven and, Look…listen..(Tried to attract the students) Jesus was like this, for the last time Jesus said “I’m with you always. Even though Jesus is in heaven, Jesus still can see you from the heaven above”. Oh,, Jose it’s been good, Jony and Berna you had sad face yesterday, I think you have to be a good boy today (she gave some examples). So, Jesus always watches over all of you. Tuhan Yesus selalu memperhatikan.
S: Jeson need to go to heaven to see everyone. (Initiatively)
T: Ya... So, all of us have to be good, so whenever when to see us, Jesus will happy to see us who are good boy and good..?
S: Girl.
T: And, look, I seen, afterward Jesus rose into the clouds and want back to heaven to be with God. Someday, we will live with Jesus in the heaven too. Who want to live in the heaven?
S: Me. (All students answered)
T: All of good children will live in the heaven someday, so, everybody repeat after Ms. Ecik. Jesus...
S: Jesus
T: Is alive today.
S: Is alive today.
T: He loves us.
S: He loves us.
T: and want us.
S: and want us.
T: To celebrate.
S: to celebrate.
T: a new life.
S: a new life.
T: that’s he give us.
S: that’s he give us.
T: Hallelujah.
S: Hallelujah.
T: Jesus is alive.
S: Jesus is alive.
T: Jesus is so great; nobody can arise from the death. Gak ada orang mati yang bias bangun lagi, only Jesus, because Jesus can do mira,..?
S: Miracle. (Continuing the word)
T: He’s so great.
S: Selain Jesus gak ada yg bikin wake up again?
T: Iya.
S: But, if the real one can’t wake up when they died?
T: Ya,, when human being can’t wake up when they die because Jesus was so great.

6th Observation, 4 June 2013

Name of teacher : Ms. Echie
Time : 8.50 A.M
Number of student : 14
Length of story : 14.34”
Title of the story : The turtle that carries a house around

T: Ok, after this we will listen to a story, are you ready to listen to a story?
S: Yes (all students answer)
T: Ok, today’s story is about, Ms. Echie want to tell about an animal, this animal lives in the..... (Interrupted by a student who wanted to guess where the animal lives)
S: River.
T: Water, in the river or..
S: Sea.
T: Sometimes in the sea, do you want to guess what animal is that?
S: Fish.
T: But.. (Interrupted)
S: Fish
T: No, this is not fish. This animal has a house on his back
S: Is it turtle (A student answer correctly)
S: Ninja turtle (Another student say a character in a cartoon)
T: But not ninja turtle, this is only turtle, I will show you.
S: itu kaya’ ninja turtle
T: this is the turtle.
S: it’s like ninja turtle.
T: Nah,, enough, now time for you to listen, nobody talking. Now, this is the story about turtle. Ms. Echie will read you the story. Do you know why the turtle carries a house around? This is actually is a shell. “Cangkang”
S: Cangkang! (Students repeat the teacher)
S: They have a big shell then they walk with their house.
S: itu namanya cangkang
T: Ya. The shell is very useful because the shell will protect the turtle from the enemy. If suddenly, a very wild animal want to chase, want to eat the turtle and the suddenly the turtle can hide inside the shell because the shell is so hard. Like this (knocking the chair) like a stone, very hard, cannot be broken, gak bias di rusak karna sangat kuat.
S: But if the baby not enough strong and eat the shell will broken away.
T: No, it cannot be broken.
S: OMG (Oh, my God)
T: Not OMG
S: Ya Tuhan.
T: This animal, called ehmm,, this is a house (pointing to the shell), who have a house? Who have a house here? Ms. Echie also have a house, but we cannot carry our house, am I right?
S: Ya.
T: Ya, because our house is very big.
S: The turtle is slowly if they walk.
T: Ya, the turtle walks very slowly. Lest’s find out why the turtle carry out the heavy house.
The mountain guard have a party one day “I’m holding a party today, all animals come and enjoy the party” Now, all the animal heard the party and come to the party. He stay at home all day long, the mountain guard had realized that the turtle had not come. The mountain guard looking for the turtle “Where is the Mr. Turtle, why Mr. Turtle is not here, why he don’t join the party like the other animals?” and then why the turtle is not her Mr. Cock answer “The turtle didn’t come, Sir” “What? How dare he is!! Tell the turtle to come and see me tomorrow” the next day, the turtle come to the mountain guard and then the mountain guard said “Hii Mr. Turtle, why you didn’t come to the party yesterday? How dare you.” The mountain guard little bit angry, and then the turtle answer with frustrated voice “I don’t like to go to a suck party” the mountain guard was very angry when he heard this “is that suck?” the I let you stay at home all the time in a heavy shell on the turtle back, then the turtle have to carry a house on his back. That is the story how the turtle has the house on his back because he loves his house more than anything. And then the mountain guards curse him a house wherever he want to go. Jadi dikutuk oleh raja?
S: (silent)
T; Raja,,, Raja apa? Raja Gu,,,?
S; Gunung.
T; Raja gunung, karna karna dia tidak mau pergi ke pestanya. Dia terlalu saying sama rumahnya. Aku gak mau ke pestamu, aku mau di rumah saja. Nah, akhirnya dia harus selalu membawa rumahnya kemanapun dia pergi and who want to bring your house wherever you go? Mau gak setiap kali pergi Ling-ling harus gendong rumahnya kemanapun dia pergi and who want to bring your house wherever you go? Mau gak setiap kali pergi Ling-ling harus gendong rumahnya kemana-mana?
S; Shake her head (Means “No”)
T; He,, he,, gak mau. It’s too heavy, nah,,, 
S; it’s too big (Student initiate)
T; It’s too big and heavy. So, you cannot carry your house whenever you go. 
S; in my house, I have two dogs (student initiate)
T; Two dogs? Do the dogs have a house? 
S; Small and round. 
T; But, the dog cannot carry the house on his back, right? 
S; Ya. 
T; The dog only stays inside the house. 
S; Miss… I have one dog but one dog is name (unclear) in my house but one named Angel but angel carries his house. 
T; Angel? Oh no. (Smiling) 
S; Angel. 
T; Hii,,, so creepy. 
S; I like it. 
T; that’s scary. 
S; Not scary, one dog run away. 
T; Now, time for Ms. Echie ask you some questions. What animal is that? (Showing the picture) 
S; Turtle (All students answer) 
T; Turtle has a house on his back, what is the name? 
S; Shell. 
T; Everybody say.. 
S; Shell 
T; Turtle shell is like a? 
S; Wall 
T; I know, I mean for the turtle, the shell is for? 
S; His body. 
T; House. 
S; His house 
T; Ya, house to hide for? 
S; The enemy 
T; The enemy 
S; It’s like protect himself, like this (Pretend like he has a shell on his back) 
T; Ya. How old are you Jadon? 
S; Five 
T; Khael? Four? 
S; Nope, Seven. 
T; Ah,, no, not yet. Four. Sammy, how old are you Sammy? Umurnya berapa Sammy? Four or five? 
S; Four. 
T; You know what? Turtle can lifefor thousand years. Umurnya bias sampai seribu tahun.
S: Wow I think he is one hundred, one is heavy.
T: Because the shell is so hard and it’s grows by the time goes by. So, semakin lama semakin bertumbuh menjadi besar, jadi getting heavier.
S: So, it will grow big?
S: Dulu aku punya turtle.
T: Okey. I think enough for the story so who want to play outside?
S: Me.
T: One more time, what is the story about?
S: Turtle. *(All students answer loudly)*
T: Turtle have?
S: House. *(All students answer again)*
T: What is it for?
S: His house
T: Can the turtle put the house on the ground?
S: No
T: Why he has to carry the house?
S: Because he brings everywhere to hide from the enemy.
T: Ok. Bagus. Can you break the shell? *(Teacher repeats her question)* Can you break the shell?
S: Ya.
T: Can you break the shell?
S: No
T: No, because the shell as hard as a..?
S: Rock
T: Rock, as hard as a stone.
S: But it is already bring a very very bigger size of the shell.
T: Ya, the size also big and it grows bigger and bigger by the time goes by.
S: it grows big? *(Curious)*
S: Ya. It grows bigger and bigger. Ok everybody, let’s play outside.