THE USE OF STORYBOOKS TO BRIDGE YOUNG CHILDREN IN EFL CONTEXT LEARNING ENGLISH

THESIS

Submitted in Partial Fulfilment of

the Requirements of Degree of Sarjana Pendidikan

Vega Arinita Margono
NIM: 112015801

ENGLISH LANGUAGE EDUCATION PROGRAMME

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

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Vega Arinita Margono:
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Vega Arinita Margono

ABSTRACT

In children’s development, storybooks are known as one of the effective learning tools, because they have plenty of simplified information. The variations of storybook published in the world nowadays are enjoyed by children since they are offering pictures and colourful pages, which could get the children’s attention in learning. This study is aimed at investigating the use of storybooks in children language acquisition, it tries to answer two questions of what are kinds of storybooks used in the class and how to use the storybooks. The participants are five Indonesian nursery school teachers who have taught English to children for five years. The results show that there are two kinds of storybooks that mostly used by teachers, which are picture books and children’s classic. Four out of five teachers preferred using picture books whereas one out of five teachers opted for children’s classic. Other results which came up are related to how to use the storybooks. There are three ways of using storybooks, they are telling a story using the properties, telling a story using pictures from the storybook and telling a story directly from the storybook. This study is hoped to be beneficial for future young learners’ teachers to put storybooks as one of their teaching media to help children in EFL context learning English.

Keywords: storybook and teaching English to young learners

INTRODUCTION

Storybooks probably listed as one of “the best option” for everyone who likes to read, moreover children, who like to explore their wild imagination. Storybooks also make potential to EFL teachers, especially those who teach children, because storybooks provide teachers with creative and fun learning activities, moreover, storybooks might as well carry big impact towards children language learning. As Garvie (1990) describes “story as a vehicle for all that is language learning, which
includes the cognitive and affective factors”. Mourão (2009) cited in BritLit said that storybook will help children in exercising imagination and lead them predicting and guessing, so they will be cognitively trained. Inside storybooks, there are values as well which will put children emotionally. Things like “happiness and sadness growing by the characters of the storybook will ensure them to feel”, in this part children will experience an effective process.

Mart (2012, p. 104) found that “motivating young learners to learn English through stories at an early age provides them the opportunity to widen their horizons and stimulate their early enthusiasm and enhance their awareness of the rich use of English”, especially for young children, which are aged between 2 to 7, who are entering the stage of “pre-operational” as proposed by Piaget’s famous stages of development in 1962. In this stage, children’s language development occurs and it is followed by the number of words in vocabulary gaining by children which hits 2200 words by the age of 5 as the study conducted by Lispitt I.P (1966) proved the fact. Storybooks are not only providing stories that children are forced to read but rather stories that would shape children’s thinking in their development stage.

The benefits of using storybooks mentioned previously are viewed from the children’s side, beside that I also viewed the benefits of using storybooks for teachers which would be resulted in children’s language output as well. According to Edwards (1998), “teachers felt most comfortable when using such books to raise language awareness for all children”. Regarding the previous study proposed by Edwards, I have had an experience related to teaching English for children once. At that time I was arguing with myself about how to introduce English to them in a fun way because I knew that children were prone to be distracted. I had had no idea
until finally, I ended up using a storybook. I managed to put them into a circle and myself in the centre. I read it to them by using storytelling, rather than read it conventionally. I was quite surprised when I saw their first reaction, they were asking so much. Then, the peak of their reaction was when they were repeating things and producing new vocabularies. They might not understand the whole story, but they had learnt new vocabularies so much than I predicted.

Nevertheless, although the use of storybooks are beneficial for the children’s language development, there are still some issues regarding the use of the storybooks such as not all teachers really use the storybooks properly for teaching English to children due to the lack of time and most teachers use storybooks only for additional activities, so that teachers often skipped using storybooks as the media for teaching children learning English, but there are still some teachers that opt storybooks as the media for teaching English. Regarding to this issue, this study was initially aimed to investigate how teachers use storybooks for bridging children in EFL context learning English. Therefore, this study was attempted to answer the research questions of what are kinds of storybooks that often used by the teachers in EFL context teaching English in the class and how to use the storybooks. This study is also hoped to be beneficial for future young learners’ teachers in EFL context to be more exposed in using storybooks especially in teaching English, knowing the fact that young children are hitting the stage of language development which allows them to produce new words and vocabularies fast.


REVIEW OF LITERATURE

Definition of Storybook

A storybook is basically stories bounded in the form of a book. According to Cambridge Dictionary, a storybook is ‘a book containing stories for children’. Certainly, a storybook cannot be separated from a book contains stories, sometimes with variations of pictures and activities. The combination of the component of storybooks is said to be beneficial for children language learning. A study by O’Connell (2009, p.) proved that ‘stories develop different types of intelligence that contribute to language learning, in particular, emotional intelligence’. Storybooks provide stories that enjoyed by children, to help them in learning, especially language.

Kinds of Storybooks

Talking about storybooks and their benefits in children language learning, it would be better if we try to figure out the kinds of storybooks that are widely published worldwide. There are some researchers that breaking down the kinds of storybooks. Brewster and Ellis (2014) pointed out that there are three kinds of storybooks, which are, picture books; folktales and the traditional stories considered as children’s classic. Mangan (2011) also described the children’s classic as a storybook. Other researchers like Mourão (2009) also cited that picture books belong to the kind of storybook. In the following, there are kinds of storybook, which are picture books, folktales and children’s classics.

Picture books

Picture books are not merely books which contains a lot of pictures in it. Based on Cambridge Advanced Learner’s Dictionary, picture books are “book,
especially for young children, which has a lot of pictures and not many words”. The pictures might be an animation or real picture. Basically, there are so many broad definitions of picture books. They are much more similar one to each other, but picture books could be as well considered as “illustrated book” (Machura, 1991; Dunn, 1997; Mourão, 2003). Mourão (2009) also mentions that picture book is a kind of book which tells “a narrative story which is conveyed through both illustrations and text and the pictures and text work together to produce the story”

Picture books are not difficult to find in the bookshop, especially in the nursery section. There are no specified title for picture books actually, because picture books nowadays are usually depicted from folktales or children classics.

Folktales

Other than picture books, there is another kind of storybooks named folktales. According to McKendry (year not specified), the term folktales are used to describe “the various types of narrative stories that have been passed on orally from one person or generation to another”. In Indonesia, there are few examples of folktales that are originally from Indonesia, such as *Kancil Mencuri Timun*; *Karakura dan Kelinci* and *Bawang Merah Bawang Putih*, whereas in the European countries, stories such as Clever Jack; Ananse; Coyote or Baba Yaga are considered as folktales. These kinds of story usually have its own characteristic and development through the story. Another definition of folktales comes up from Mourão (2009) that folktales often feature animals, demonstrating the wisdom, or not, of ordinary folk. Folktales are mostly used by teachers because of its value that could be delivered easily to the children.

Children's classics
Children’s classics are the type of storybooks that are widely spread all over the world. Most children are being familiarised with this type of book first before other types such as folktales or picture books. The definition of classic, does not always identically as “old” or “outdated” but “a classic must have something else, something that has either caused it to endure or has, in the case of modern classics, inspired the faith that it will do so” (Mangan: 2011, p.1). But if parts of any book may date, there must be something about a true classic that remains relevant to children and adults alike across the generations. There are few examples of children’s classics that are remaining published globally up to today such as The Jungle Book; Alice in Wonderland and Winnie the Pooh.

One characteristic of children’s classics that could be easily recognised is the imaginative story plot, take a look at of Beatrix Potter’s Peter Rabbit and Michael Bond’s Paddington Bear. In Beatrix Potter’s Peter Rabbit, the main character is portrayed by a rabbit which is very naughty, whereas, in Michael Bond’s Paddington Bear, a fluffy bear carrying a luggage is the main character. If a mature person who read it personally, might have a speculation about the existence of talking rabbit or bear, but if the children read it, they will be enjoying the whole story without doubting where on earth do talking rabbit and bear live. Children’s classics are merely "book that children will like typically has a central character who is a believable child, and shows that child confronting the world with energy and imagination"(Boyd: 2009, p.1). Children’s classics nowadays are much more attractive than the past five years, not only the improved graphics and colours, they are often come up with cards or stickers with an attached exercise at the last page of the book.
Teaching English to Young Learners

Early years age, from three to five years old, are the best time for teaching young learners English as the second language, besides their first language. Since Cameron (2001, p.5) proved that language opens up new opportunities in providing children with tools so that they can organise piece of information through the use of words as symbols which in line with Vygotsky’s Theory of The Child as a Social, so children learning language since the beginning could help them in constructing their mind. Moreover, based on the study conducted by Krashen (1982), showed that ‘children acquire language, while adults learn it’. That means that learning language is a process, started from the lowest age of a person, then by growing up, a person is starting to use it for communication. This idea of teaching English to young learner also believed by Curtain and Dahlberg (2000:11) cited in Dolzhykova (2014, p.27) as ‘an extended listening period gives young learners the opportunity to gather meanings and associate them with language’, in which children could give their full attention to understand the message, without any pressure in imitating or responding it immediately.

Storybooks in teaching English to Young Learners

As mentioned previously, storybooks are proved to be beneficial in children language learning. This confirms that teaching English as a foreign language can make use of storybooks. Since children are young and the fast learners of all ages, their wild-imagination allowing them to think broader and digest about what comes up in front of them, using storybooks in their learning activities might be effective for them in learning English. Children who are considered as young learner are hitting the stage where ‘speech comes to form the higher mental processes which
are culturally formed in social interaction’ Brumfit et al. (1995:3), in which means that children are ‘in a sensitive period for language development’ proved by Curtain and Dahlberg (2009). By this point, most teachers nowadays are struggling with picking appropriate media as an aid for teaching English to children, until the idea of using storybooks comes up. One main reason of using storybook in teaching English to children is believed by Ellis & Brewster (2014), in which they stated that ‘stories are motivating, challenging and enjoyable and can help develop positive attitudes towards the foreign language, culture and language learning’. Storybook will not only telling the beautifulness of sentences but will underline a lesson in language learning, packed with an exciting way to enjoy it.

Storybooks are also enjoyed by children, by its colourfulness, its pictures and its simple story. Ellis & Brewster (2014) believes that ‘the visual attractiveness and authenticity of storybooks are extremely appealing to both teachers and children’, so storybook are widely used for teachers in the world to teach children with its simplicity. Regarding the language, storybooks often use simple words to keep children following. A study proposed by Rokhayani (2010) proves that storybooks provide meaningful contexts, natural repetition, engaging characters and interesting plots. Another view of storybook comes up from Wright (2004), in which he stated that storybook hold ‘stories that rely so much on words and offer a major constant source of language experience for children’. In using storybooks, children are supposed to listen to teacher’s session, so later this action will affect children’s language skill, gradually, from the listening skill to speaking skill.

Storybooks could also ‘bridge the gap between language study and language use and also to link classroom learning with the world outside’, proposed by Ellis &Brewster (2002: 17) cited in Mart (2012, p.104), because in the storybook there
are pictures that actually telling the story apart from the teacher’s explanation or the language that attached. This idea will help children to exercise their thinking, which goes along with their wild imagination. Children enjoy the most when teacher telling a story, because whilst telling a story, there is an interaction between characters and repetition. As Mourão (2009, p.21) considered telling a story to children using storybook means that knowing the story by heart, so there are repetition in order to help children learning language. Telling a story using storybooks to children will result in children language, in how they process the words and in how they know about the language. The repetition in storybooks also helps children in digesting what is the meaning of each words, since children like to imitate, and the repetition usually used for making sure the children understand what the story will be.

**Storybooks usage**

In using storybooks, there are some classic ways such as telling a story or reading story. In telling a story, teachers would memorise a story taken from the storybooks, then they have to retell it in front of the children. They could use the help of glove puppet, paper crafts even our voice and gestures doll, to support their performance. Telling a story is also considered as the oldest and classic way to retell a story, because it is the easiest way to tell how something happens and work, without any limitation.

According to Nelson (1989) cited in Telfer (2014, p.1), telling story experience is considered as a media for developing literal and inferential understanding by motivating oral discussion, increasing and promoting language use. Telling a story will put the listeners to think and guess what might happen
later in the story, this action will place the listeners to independently “develop confidence, poise and a love of language” proves Hamilton and Weiss (1993) cited in Gallets (2005, p.4). Telling a story will also activate both of the children’s receptive skills (listening and reading) and productive skills (speaking and writing) because they must listen one by one word and if they are missing the words, they can ask the teacher simultaneously. Another view comes up from Ellis and Brewster (2014) in which telling story is an idea of reading a story aloud based on the storybook, telling a story without a book or telling a joke or anecdote based on the storybook.

In reading a story, normally, teachers are supposed to read the storybook by reading it in front of the pupils, not memorise the whole story, previously. The idea of reading a story itself comes up from Mourão (2009, p.21), in which our eyes are fixed on the page and the concentration is on what you are saying. There’s a slight difference between telling a story and reading a story, in telling a story, the main focus is the interaction between the storyteller and the children, so the children could learn every single word, whereas in the reading a story the main focus is on the comprehension. Reading a story could be the media to check pupils’ comprehension from the storybook read. According to Snow (1983, p.131) cited in Gallets (2005), story reading develops children’s ‘comprehension skills, and that it tends to promote the development of skills related to both language and literacy simultaneously’. Story reading to children also aid in children’s ability to produce the right sounds of words, this will result in their output of a language learning. However, story reading could ‘sometimes incorporate elements such as movement and choral participation, and that these elements can enhance the quality and value of the story experience’ (Gallets, 2005, p.12).
THE STUDY

This study is a qualitative study which involves interview and observation on the real situation of the use of storybooks in bridging children in EFL context learning English and interview. The definition of qualitative study comes up from Hancock, Ockleford and Windridge (2009, p. 6) which proved that qualitative study “studies behaviour in natural settings or uses people’s accounts as data; usually no manipulation of variables.” The qualitative study also focuses mainly on the description and interpretation, which lead to the development of new concepts or theory, or to an evaluation of an organisational process.

Context of the Study

This study was conducted in a local nursery school in Semarang. The school had an English programme class, called “EP” class, which allowed the pupils to use English, as the main language in the class alongside Indonesian. The pupils in EP class are already familiar with the English language since the lowest year or nursery school (N2) up to the highest year (K2). In teaching EP class, most of the teachers used storybooks as the media for the children to learn the English language. The use of storybooks in EP classes is usually arranged by the theme of the week.

Participants of the Study

The participants of the study were five EP teachers of a local nursery school in Semarang. In order to keep the confidentiality of the participant, the researcher use pseudonym for the report. Five of them have been teaching English to children for about five to ten years. The majority of them are often using storybook as well, to support their teaching English to the children. They were chosen with the
consideration that they believed the use of storybooks to bridge children learning English, especially for the EFL context as the “impactful” media, since nursery children are absorbing the vocabularies and producing the most words.

**Research Instrument**

This study was involving the research method of interview and observation. The interview data was used for answering the first research question which is “what are kinds of the storybooks that often used by teachers in EFL context teaching English and”, whereas the observation was used for answering the second research question which is “how to use the storybook”. For the observation, I have used the camcorders to record the activity of using of storybooks in learning English. I have also put a field notes as an additional information towards the observation. The template of the field notes can be found after the interview questions. There are five interview questions which are:

1. How long have you been teaching children?
2. How long have you been using storybooks to bridge children in teaching English?
3. How do you usually use storybooks in the class? Do you use any particular thing such as glove puppet? Or do you put the pupils in a circle and read the story afterwards?
4. What are types of storybooks that you usually pick to be read in the class? Any particular reason regarding why do you choose it to be read in the class?
5. What are the benefits of using storybooks in order to support your teaching English to children?
Data Collection Procedures

In collecting the data, the researcher allocated a week to gather the observation data. For the interview, the researcher took another separate week after the observation data were collected. Before the observation was conducted, the researcher was asking for permission and appointment to record the activity of the storybook-using. After the EP teachers approved the permission, the researcher began to record five classes for a week, followed by doing the interview the next week. The researcher also prepared camcorders to record the use of storybooks that the five participants did in the class. In this period of recording, the researcher was observing the main idea of the type of the storybooks used; the main characteristic of the storybooks and how teachers use storybooks, which at the same time, the researcher filled the footnote which has been prepared before. At the end of the class, the researcher arranged an appointment for a brief interview to support the findings for further investigation. The interview was considered as a semi-structured interview.
Data Analysis Procedure

In order to answer the research question, the data from the recording and the interview questions were transcribed accordingly. The field notes would also be attached as an additional information towards the observation, to support the idea of investigating what are kinds of storybooks that teachers use and how teachers use storybooks to bridge children in EFL context learning English. The data are considered relevant if it contains the idea of how to use storybooks suggested by Ellis and Brewster (2014) and Mourão (2009).

FINDINGS AND DISCUSSION

In this section, I would like to describe what are kinds of storybooks that mostly used by the teacher in bridging children learning English, followed by how teachers use it. This research focused on two points: the first is the selection of kinds of storybooks that often used by teachers, especially on supporting children as young learners learning English. The second is related to how teachers use the storybook itself.

Kinds of the Storybooks

This study reveals that there are two kinds of storybooks that participants often use to help children learning English, there are picture books and children’s classics. Four out of five of my participants are considering picture books as the kind of storybooks that suitable for bridging children learning English. One out of five of my participants also suggests using children’s classics as well, to support children learning English. From the two kinds of the storybooks I have mentioned earlier, picture books are used mostly rather than children’s classic. Children’s
classics are used least, and act as a complementary towards the picture books, especially by its richness of value.

**Picture books**

Picture books are used by four out of five of my participants. As Ellison (2010, p.22) put the definition of good books for learning English are books that have pictures that could accompany the storyline and supporting the language development of the readers.

Excerpt 1

“Storybook that have a lot of pictures and involving the animal characters.”

(Participant A)

In line with what Ellison has proposed, based on Participant A, picture books which have a lot of pictures are considered suitable for bridging children learning English. Participant A also mentioned picture books that involving animal characters to be used, especially since animal characters are eye-catching enough for attracting children, moreover animals do sit on an equally position on the children’s world Serpell (1999, p. 87), so that children are eager to learn English through the storybook.

From the excerpt 2 and 3, I have found that children are learning by seeing and listening. The fact that I have found becomes stronger with the findings from Mourão (2009) which comes up with an idea that ELT teacher tend to select picture books because the students will benefit from hearing the words they contain through the storytelling session. Participant E on the excerpt 2 also pointed out that picture books also allow the pupils to enjoy the story through the picture they see.
and the words they listen. Because, when the children are seeing the pictures, at the same time they are listening to the words from the pictures, this is called an interactive process of learning which will be resulted in children’s language output.

Excerpt 2

“Storybook with colour pictures, because the kids like to enjoy something that colourful and have attractive pictures. The kids will be absorbing the story better, if the storybook come up with pictures, even the pictures are not sequenced. As long as they have seen the pictures, they will be eager to know what the story is about.” (Participant E)

Excerpt 3

“I opt for the picture books which come up in big size, so that children can really see the pictures. The pictures will also help them understand the story by listening and learn the vocabulary, as well. Moreover, picture books enhance the children’s imagination, which could affect children’s skills development, as they have to think by listening words by words, allowing them to imagine first.” (Participant D)

In excerpt 2 and 3 as well, picture books give the children opportunities to learn the language through the pictures, this fact is similar to the what Mourão (2011b, p.1), cited in Pinto and Soares (2012, p. 22) which has shown that “a learner is given a multitude of opportunities to use the language of the picture books, a language that is made up of pictures and the words, for their aesthetic and cultural development, cognitive and emotional development, and language and literacy development.”, so through picture books children can learn English by the words that are described through pictures.

Excerpt 4

“Storybook that have message and good influence for student’s character (For example: storybook about responsibility, honesty and obedience). Usually we read storybook during devotion time in the morning, so we add the value of life, Christ character and moral lesson during that time (While students still have fresh mind to receive good lessons of life is in the morning time). One more importance of storybook, it could be read times, through repetition. The repetition doesn’t need to be using the same book, it could be another book with the same theme. There are plenty of storybooks that have basic stories of kindness, but bounded in the
form of picture books, and enriched with characters that children like, such as animals.”
(Participant C)

In line with my findings on the excerpt 4, teachers often pick up picture books that contain animal as well, to give the children understanding about kindness. This idea is similar to a study by Messent & Horsfield, (1985) cited in Serpell (1999), which have proved that the position of actual animals occupies an equally prominent position in the child’s world. Moreover, animals are being enjoyed by children mostly, especially since the animals are very easy to be found their daily surroundings, like a dog or cat. So, using picture books that having animal characters for children can bridge children understanding about kindness.

Children’s classics

As I have mentioned previously, there are two kinds of storybooks that used in teaching children learning English, there are picture books and children’s classic. Even picture books dominate more rather than children’s classic, children’s classic could not be separated by teachers of young learners in bridging children learning English. Children’s classic offering the richness of values, such as family values, through stories and pieces of pictures.

Excerpt 5

“The book which have a lot of pictures on it. The reason is because children like to see the funny character. They also attracted to something that is colourful. I also like children’s classic, for its richness of values that picture books sometimes may miss. Children’s classic such as Billy’s Friend, for example. Inside Billy’s Friends, we can learn about the meaning of family through stories.” (Participant B)

In my study, I found the fact that teachers use children’s classic for bridging children learning English about family, especially the value of family using a children’s classics entitled “Billy’s Friends”. This fact that I have found is exactly
in line with Killick and Boffey (2009), in which they proved that children’s classics are naturally help us learn about right and wrong, good and bad, in how we treat each other in family.

**How teachers use storybook**

The other thing that this study reveals is the ways of using storybooks. There are three ways of using storybooks for bridging children learning English. There are telling a story using properties, telling a story using pictures from the storybook and telling a story directly from the storybook. Each of it has its own characteristic that could ease the way of using storybook for bridging children learning English.

**Telling a story using properties**

Excerpt 6

<table>
<thead>
<tr>
<th>T</th>
<th>Pupils</th>
<th>Tiki says, “Good morning friends!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>: Who is it? (Holding a glove puppet of mouse, named Tiki)</td>
<td>: (Silent)</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Pupils : (Holding the glove puppet and re-enacting a voice of mouse)</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>T</td>
<td>Pupils : (With a very low voice) Good morning Tiki</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>T</td>
<td>Pupils : (Speaking using a voice of mouse but more lively)</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>T</td>
<td>Pupils : (With a louder voice) Good morning Miss Amy!</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>T</td>
<td>Pupils : (Speaking using a voice of mouse, pinching one of the pupils body using the mouse. Followed by using the mouse as the media of learning) Hi Tere! Okay, once more, Good morning friends! Hi! Okay, everyone sit nicely! I want to tell a story. Who want to listen to my story?</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>T</td>
<td>Pupils : (All of the pupils raise their hands)</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>T</td>
<td>Pupils : (using Tiki) Do you want to listen to my story?</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>T</td>
<td>Okay, If you want to listen to my story, you have to sit nicely and listen to my story. Okay, today I want to tell about … hmm …. I have a friend named Miki. Miki is my friend. * (Switching to Indonesian) Tiki punya temen. Temennya namanya siapa?</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>Pupils</td>
<td>: (With a medium voice) Miki…</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
<tr>
<td>Pupils</td>
<td>Participant A and Pupils of A’s class</td>
<td>Tiki says, “Good morning friends!”</td>
</tr>
</tbody>
</table>

The first way that I have found is telling the children a story using properties. Properties such as glove puppet, doll or printed pictures are used to bridge the story to children so that they could follow it. Using puppet in telling a
story to children is the eligible, yet so effective way to bridge children learning English. Regarding my findings, Huff (2000, p.10) also pointed out that “puppets are a powerful way to reach children – even a shy child will relate to a puppet. Puppets are also multisensory vehicles for storytelling, and create an art and language experience that children can understand”. Besides that, using properties such as puppet also help children to be involved in participating the session as well. Through the transcript below, I have found how a puppet could attract young children learning English, from the very beginning part, the introduction on the excerpt 6.  

Excerpt 7

P : Not good.  
T : (Mimi’s crying voice) Momo kok itu sib, padahal kepala-nya sudah benjol. Nah terus … (Tiki’s appearing, portraying the role of Mimi’s mum. Teacher asking the glove puppet’s first) Siapa ya ini? Who is she?  
P : A big mouse.  
T : Ya, big mouse. Ini maminya Mimi. Nah, maminya Mimi dateng. Sakit ya Mimi … What happen with Mimi? What happen? Why you are crying, Maminya tanya sama Mimi. Mimi itu si Momo? Kenapa sama si Momo? (Mimi’s telling the story) Momo tadi lempar bola, bolanya dilempar and then kena (Pointing to the head, asking the pupil’s the English of kepala) …. apanya Mimi?  
P : Kepala  
Participant B and Pupils of B’s class

Excerpt 7 shows that teacher preference in using puppet to gather the pupils’ attention in learning English. I found that there are another components in using puppets, such as voice changing or more specifically playing with the voice and acting, as seen in the excerpt 7. In other words, teachers who use puppets are supposed to be creative in creating expression towards the characters. In line with my findings, Picton (2012) also mentioned that in telling a story to children, dramatic and silly voices are the expressive components that could not be left, since it adds the colour to the story and would keep the pupils following the story.

I also found that using puppet in addition to the use of storybook is applicable and the most engaging activity, especially between teacher and children as its helping children to be involved, rather than just listening or answering the questions formally. My findings are similar to a study by Zuljevic (2005) cited in Reidmiller (2008 p.6), using puppets in the class of children will benefit to the increasing number of the student’s involvement, motivation and developing the pupils’ reading, oral language even their communication skills, as well.

*Telling a story using pictures from the storybook*

The second way that I have found, which is quite similar to the previous one, is telling a story using the picture from the storybook itself. In this way, the teacher will bring the storybook instead of memorising the whole of the storybook, and teacher will use the pictures from the storybook as the properties.

Excerpt 8

T : Today, we will learn about animal. Look! *(Pointing to the book)* The Hardworking Ants. Hardworking means like work hard. Always diligent to do something, not lazy and can do many things. Let’s see
In the excerpt 8, the teacher showed the first page of the books which full of pictures to the children, regarding this, Murphy (2013) proposed that visual things are important for children, as they need to be able to see what these behaviours look like so, they could internalise how they feel. Even the difference is pressed on the properties that teacher use, I found that the main idea of using the physical storybook in telling a story, literally leads to different perception towards the focus. The focus of using properties is addressed on delivering the meaning of every single word from the story because the properties are used for depicting the story into reality. In accordance towards my findings, Yunus, Salehi and John (2011, p.115) proved that “the use of visual aids act as ‘vehicles’ that can be used to enrich and enhance the act of reading”. Which means that through pictures, children are assisted in comprehend the storyline as it goes. Especially since children under five years old tend to be attracted in the visual thing and in the meantime they are still developing in structuring words and could not respond it immediately yet. They might not be paying attention to the language used, but as long as there are pictures as the teacher’s companion, the children would listen to the teacher’s story. The pictures are used for helping the children imagining the story, whilst teacher telling the story.

Excerpt 9

T : The ant talks to the ladybug. (Enacting the voice of an ant) Good morning! The ant say to the ladybug. I wake up early to look for food.
It means the ant is very diligent. *(Switching to Indonesian)* R A J I N. **(Switching to English)** Wake up early in the morning. *(Switching to Indonesian)* Bangunnya pagi. **(Switching to English)** No need to cry in the morning. No need mum to wake you, or sleep again. The ant wake up early in the morning. The ant smiles. He is happy. He shows his happy face, not crying face. See? *(Pointing to the page).* Look… the ant is not with the ladybug again, with another animal. *(Pointing to the worm).*

P: It’s a snake!

Participant C and Pupils of C's class

Excerpt 10

T: This is the queen of the ant. Look. The queen of the ant will lay eggs.

* Mau melahirkan telur. Semut-semutnya berasal dari telur. Telurtelurnya kalau sudah saatnya menetas jadi semut. *(Acting eggs)* From here, from the queen of the ant. --- The stomach is very big. It’s time to give birth. * Sudah waktunya melahirkan. ** Look, wow! The queen of the ants’ egg is not only lay one egg. *(Pointing to the picture)* How many can you count?

P: Three

T & P: One … Two … Three … Four … Five … Six … Seven … Eight … Nine… Ten … Eleven … Twelve …

T: How many?

P: Twelve!

Participant C and Pupils of C’s class

From the excerpt 9 and 10, the teacher told the story about “The Hardworking Ant”. In this session, I found that teacher brings the actual storybooks whilst teaching story because actual storybooks put the pupils into the pictures that help them imagining the storyline, and thinking about the meaning of the words before teacher tells them. At the same time, using the same technique, the teacher could as well refresh the pupils’ memory about numbers. In line with my findings, Ellis & Brewster (2014, p.7) also referred to telling a story from the storybooks, as they provide “opportunities for developing continuity in children’s learning since they can be chosen to link English with other subject areas across the curriculum”.

22
Telling a story directly from the storybook

Excerpt 11

T  : Skippy. Okay, later we will found is Skippy join with the holiday? Okay, now Ms Shely will read … // Billy likes family fun, the family likes fun too. A ride is fun, said Elise. We like to ride in the car. // Who said “We like to ride in the car?”, Billy or Elise?

P  : Elise …

Participant E and Pupils of E’s class

The third way of using storybook for bridging children learning English is telling a story directly using storybooks. This idea that I have found resembles the one called story reading, but this storybook usage pressed on the checking comprehension. Regarding my findings of telling a story directly or story reading, Gallets (2005, p.13) proposed the similar idea which showed that story reading “helps children learn to be better users of language, helps children learn to search for meaning and has an impact on children’s overall academic performance”, in telling story directly from the storybook, pupils are not only paying attention towards the story read, but pupils are thinking about the story as well.

Excerpt 12

T  : Benjamin say NO? … Of course yes! // My mother say YES to Ann.

Yes, of course. You can help me, said mother. You may help me work. We can work together. // Now, Ms Shely want all of you to see the picture (Showing the page which has a picture of a kitchen) Where is it? Do you know the name of the place?

P  : Kitchen!!!!

T  : Yeah, this is in the kitchen. They are still in the kitchen. How many person in the kitchen?

P  : Two

T  : Yeah, two or three?

P  : Two

T  : Who are they?

Pupil 6 : Ann

P  : Ann and mum.

Participant E and Pupils of E’s class
Excerpt 11 and 12 shows that teacher gave a chance for the pupils to guess the name of the person who likes to ride in the car, based on the story teacher read. From this action, I found that reading storybook offers a line that allowing children to listen, they also learn how to answer and developing their ability to think about and explore. The fact that I found becomes stronger with the findings from Labbo & Field (1996, p. 618) which come out with the idea that “by reading storybooks to children, children could also fostering the listening comprehension which resulted later in how they answer it”.

CONCLUSION

This study is aimed to investigate how teachers use storybook for bridging children in EFL context learning English. Therefore, this study was attempted to answer the question of what kinds of storybooks that are often used by the teachers in EFL context learning English in the class and how to use the storybooks. This study was inspired by the moment when the researcher found out that storybook can be used as a vehicle to teach children English. This study found that there are two kinds of storybooks that often used by teachers to support the teaching session, which are picture books and children’s classics. Picture books cannot be separated from teaching young learners since it has pictures, colour and variations of characters that would attract children’s attention. In relation to how teachers use the storybooks, this study found that there are similar ways as Ellis and Brewster (2014) have proposed such as telling a story using pictures from the storybook and telling a story directly from the storybook. Another way of using storybooks that this study found was telling story using properties. Those three ways of using storybooks are mainly the combination of reading a story and using properties, as
well as giving a bit of acting, to keep children’s motivation during learning English.

Since the result of this study pointed out that there are three ways of using storybooks to bridge children learning language, my hope for future teachers of young learners lies within these way. I hope that they could maximise the use of storybooks in teaching English by make use the ways of using storybooks, either having properties, pictures from the storybook or telling the story directly based on the storybooks. Moreover, using storybooks in teaching young learners give the chance for children to explore things through storybooks. This study also hoped for further researchers to dig more information related to kinds of storybooks that might be used for teacher for young learners, apart from the two kinds of storybooks that this study had found, and as well as the three ways of using storybooks.

This study has a limitation, especially on the object of observation, since there was only one school and five participant only. Regarding to this issue, I also hope for further researchers who conduct the similar research could take two or three school with more participant, to gather more about the kinds of storybooks and how to use each of it, so that they could find the additional kinds of storybooks and the other variations of using storybooks.
ACKNOWLEDGEMENT

“Sometimes our light goes out but is blown into flame by another human being. Each of us owes deepest thanks to those who have rekindled this light”

- Albert Schweitzer -

First, I put my biggest gratitude to my God, Jesus Christ and Mother Mary for a never ending guidance and blessing, so that I can finish this thesis in time. I also would like to say thank you to:

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Once again, thank you very much love.
REFERENCES


APPENDIX A

Participant : A
Date : 28th September 2017

The following transcript is based on the recording

T : Who is it? *(Holding a glove puppet of mouse, named Tiki)*
Pupils : *(Silent)*
T : *(Holding the glove puppet and re-enacting a voice of mouse)* Tiki says, “Good morning friends!
Pupils : *(With a very low voice)* Good morning Tiki
T : *(Speaking using a voice of mouse but more lively)* Where’s your voice? Hi friends!
Pupils : *(With a louder voice)* Good morning Miss Amy!
T : *(Speaking using a voice of mouse, pinching one of the pupils body using the mouse. Followed by using the mouse as the media of learning)* Hi Tere! Okay, once more, Good morning friends! Hi! Okay, everyone sit nicely!
I want to tell a story. Who want to listen to my story?
Pupils : *(All of the pupils raise their hands)*
T : *(using Tiki)* Do you want to listen to my story?
Okay. If you want to listen to my story, you have to sit nicely and listen to my story. Okay, today I want to tell about … hmm …. I have a friend named Miki. Miki is my friend. * *(Switching to Indonesian)* Tiki punya temen. Temennya namanya siapa?
Pupils : *(With a medium voice)* Miki…
T : *(continuing using Tiki)* Miki often brings a lot of snack. * Setiap hari, Miki punya banyak makanan. Who brings a lot of snack today? * Siapa yang punya banyak makanan hari ini? *(Teacher waving hands)* Oh, Miki has a lot of snacks. Miki has a lot of snacks. So, he has to share his snack to another friend. But, Miki doesn’t want. Oh… Oh… Miki doesn’t want to share his snacks, is it good or bad?
Pupils : *(With a louder voice)* Bad!!!!
T : *(continuing using Tiki)* Why? * Kenapa tidak boleh?
Pupils : *(With a louder voice)* Bad!!!!
Pupils : *(With a louder voice)* Bad!!!!
T : *(continuing using Tiki)* Harusnya gimana? Kalau punya banyak makanan harus diapain? Dibagi. Berbagi. Temennya Tiki, namanya Miki tidak mau berbagi. ** *(Switching to English)* Don’t want to share the food, but Tiki says: NO. You cannot do like that. So, you need to share the food. Today, Tiki has a lot of food also.
(Showing the chocolate) Tiki has “Wallen’s Chocosoes”, who wants to get a chocolate from Tiki?

Pupils : (Raise their hands)
T : (continuing using Tiki) Good. Everyone sit nicely. Tiki will share the snacks. Now everyone sit nicely please. Ms Amy will take the snacks.
(Putting Tiki down) Tiki sits here! * Tikinya disuruh duduk disitu.
(Taking the snacks) Who wants to get this?

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Participant : B
Date : 30th November 2017

T : (Using the voice of a mouse, chatting) Mimi … mimi …
   Eh ada Momo … Halo Momo, miminya bilang. Mimi happy ya…
   Momonya dateng. Halo Momo! Miminya bilang “Mimi do you want to
   play with me?” Miminya bilang apa coba?
Pupils : (Silent)
T : OK! Mau … Mau … ** I want. What do you want to play? * Mau
   main apa ya Momonya? (Showing a ball) Momo and Mimi want to
   play this!
Pupils : Ball!
T : Ball, Iya because Momo is a boy and Mimi is a girl. ** Do you want
   to play ball with me? Momonya tanya sama Mimi. OK, Momo siap!
   Mimi and Momonya main bola, nah let’s sing together ya (Singing)
   Bee bee bumble bee, can you sing your name to me … (Showing the
   ball to Tasia) My name is …, siapa namanya?
Pupil 1 : Tasia
Pupils : (Singing) Bee bee bumble bee, can you sing your name to me …
   (Showing the ball to Leonard) My name is …, siapa namanya?
Pupil 2 : Iyonad
T : Give to Miss Asti, and suddenly … Marshen … and suddenly *
   waktu bolanya dilempar … Momo throw the ball to Mimi. (Mimi’s
   voice) Ohh … kena kepalanya Gloria. Aduh … sakit. Momo sakit tau!
   (Momo’s voice) Sakit ya … emang kenapa? Miminya crying lho,
   kepalaku kan kena bola. Sakit! Huhu … Terus Momonya bilang, huh
   cengeng. Siapa yang suka kena bola nangis? Huh! Cengeng, kena bola
   gitu aja nangis. Ndak suka main sama Mimi. Mimi cengeng, sukanya
   nangis. (Mimi’s voice) Hm, do you want to say sorry with me?
   (Momo’s voice) Apa? (Mimi’s voice) Kamu harus minta maaf sama
   aku?
   (Asking the pupils) Terus Momonya bilang apa? Kalau harus minta
   maaf, kalau main bola kena kepalanya temenya. Mau tidak minta
   maaf? Momonya bilang, “I don’t want”. Momonya bilang gitu, I don’t
   want to say sorry with you. (Mimi’s voice) Huh, gak mau say sorry. Is
   that good?
Pupils : Not good.
T: (Mimi’s crying voice) Momo kok gitu sih, padahal kepalanya sudah benjol. Nah terus … (Tiki’s appearing, portraying the role of Mimi’s mum. Teacher asking the glove puppet’s first) Siapa ya ini? Who is she?
Pupils: A big mouse.
T: Ya, big mouse. Ini maminya Mimi. Nah, maminya Mimi dateng. Sakit ya Mimi … What happen with Mimi? What happen? Why you are crying. Maminya tanya sama Mimi. Mimi itu si Momo? Kenapa sama si Momo? (Mimi’s telling the story) Momo tadi lempar bola, bolanya dilempar and then kena (Pointing to the head, asking the pupil’s the English of kepala) … apanya Mimi?
Pupils: Kepala
Pupils: (With laughing voice) Tante …
T: Iya kan, maminya Mimi, jadi panggilnya tante. (Momo’s telling voice) Aku kan tidak sengaja kenain bolanya ke Mimi. (Switching to Tiki’s voice) Nah, you have to say sorry or no? Sudah say sorry apa belum?
Pupils: Belum
Pupils: Tidak ada
T: Semuanya jujur. Momo juga … baiklah! (Momo’s voice) I want to say sorry, Momonya say sorry sama Mimi. Mimi, Yes Momo, (Asking the pupils to say sorry) what do you say?
Pupils: SORRY
T: (Mimi’s voice) Okay, it’s okay Momo. Next time, kalau main bola harus apa? Hati-hati, sekarang boleh main bola lagi. Coba disini siapa ya yang kalau dorong-dorong temannya terus temannya jatuh Ms Asti suruh say sorry tidak mau?
Pupils: (Silent)
T: Tidak ada ya … Iya, kalau temannya jatuh, terus say sorry bias? Leonard kalau pukul-pukul temannya pas mainan, ya Dea, kalau berebut mainan, “Miss bukunya dipinjem sama itu banyak-banyak, aku ga dikasih, is that good?”
Pupils: NO!
T: Harus sharing, then say sorry, ya Gloria, ga boleh banyak-banyak ambil bukunya. Kalau mainan lempar bola, ga sengaja kena temennya, kena Graciebelle, Ms Asti bilang apa sama Graciebelle? Sorry, Graciebelle.
Miss itu lho, bolanya kena gamau say sorry. Boleh seperti itu? Gausah. Langsung bilang say sorry sendiri. Can you do that Bethel?

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Participant : C  
Date : 27th November 2017

The following transcript is based on the recording

T : Today, we will learn about animal. Look! (Pointing to the book) The **Hardworking Ants**. Hardworking means like work hard. Always diligent to do something, not lazy and can do many things. Let’s see (Opening the first page of the book) Woahhh! Look this is the picture of …. (Pointing to the picture of ants and waiting for the pupils to answer)

Pupils : (Together) Ant.

T : How many ant do you see? Only …

Pupils : One

T : Only one. Look, what happens with the ant? The ant talks to … (Waiting for the pupils to answer)

Pupils : Ladybug

T : The ant talks to the ladybug. (Enacting the voice of an ant) Good morning! The ant say to the ladybug. I wake up early to look for food. It means the ant is very diligent. * (Switching to Indonesian) R A J I N. **(Switching to English) Wake up early in the morning. * (Switching to Indonesian) Bangunnya pagi. ** (Switching to English) No need to cry in the morning. No need mum to wake you, or sleep again. The ant wake up early in the morning. The ant smiles. He is happy. He shows his happy face, not crying face. See? (Pointing to the page). Look… the ant is not with the ladybug again, with another animal. (Pointing to the worm).

Pupils : It’s a snake!

T : Not snake. This is a smaller than snake, this name is … hmm … in the ground you can see.

Pupils : Cacing.

T : * Iya, ** What’s the name? Cacing. The worm. As I walk, I look around there and I found a worm. You know a worm? Worm, it’s not like a snake, it’s smaller than the snake. Ever see the worm? In the vegetables, maybe or in the fruits sometimes or in the ground. * Didalam tanah. Look… Ever see? * pernah lihat cacing? atau ndak pernah lihat cacing?

Pupils : Pernah

T : (Pointing to the page) Look here! The ant wake up early to find (Acting eating) to find …. (Waiting for the pupils to answer)
Pupils: Eat
T: Food. And when the ant find the worm, the ant want to take. Wow! What a big food I can get. Oh dear… this one is very heavy. I cannot move it by myself. I will ask my brothers and sisters for help. Because the ant thinks the worm can be bring home / taken home for the food. But which one is bigger? The ant is bigger or the worm is bigger? *(Waiting for the pupils to answer)*

Pupils: The worm
T: If the ant bring the worm home by himself. *(Acting lifting a heavy thing)*

Pupils: NO!
T: No! *(Waving hand)* The ant needs help. *Smutnya butuh bantuan.* **and then what happen? See! Look now, is it only one ant here? (asking the pupils)

Pupils: NO!
T: Do you know how many ants?
Pupils: *(Counting)* One … Two … Three … Four
T: Four or five?
Pupils: Four
T: Four or three?
Pupils: Four
T: Four… So, they work together. There are four ants working together to bring home the worm. Now, can they bring home the worm?
Pupils: Yes
T: Yes, because they work together. If only one ant, cannot. It’s too heavy. *Kalau Cuma sendirian terlalu besar.* **But if they work together, four ants *bawa pulang cacingnya, **can or not? Pupils: Can
T: Yes, because they can do together. Is it too heavy for four ants?
Pupils: No
T: *Keberatan nggak kalau bawa berempat?*

Pupils: No
T: Not heavy, *kalau kerja sama tidak kerasa berat.* **Look, this is what inside the home of the ants. Look, the ants already at home. Look, *(Pointing to the book)* every ants bring the meal! They put the meals inside the home. Like mum, when mum already buy the food from the market, mum put inside the fridge or inside the cupboard or on the table, right? *Mama kalau pulang dari pasar bawa barang-barang disimpan tidak?*

Pupils: *(Nodding yes)*
T: *Iya, ada yang dimasukkin ke lemari kulkas.* **Same like the ants, they don’t eat all in once. *Tidak langsung dimakan semua. Disimpan.** Look, they have many meals. And each ant bring one. Look *(Pointing to the book)* there’s one ant bring food, another ant bring food. So, they can gather many foods. *Ingat tadi, **ants nya *semutnya, binatang yang **diligent. *Binatang yang rajin. Pagi-pagi sudah bangun, mencari makan terus dikumpulin jadi satu *(Pointing to the page)* Jadi punya persediaan.makanan, *and then, there’s another thing about ant. Is it a small or big ant?*

Pupils: Big
This is the queen of the ant. Look. The queen of the ant will lay eggs.

Mau melahirkan telur. Semut-semutnya berasal dari telur. Telur-telurnya kalau sudah saatnya menetas jadi semut. (Acting eggs) From here, from the queen of the ant. --- The stomach is very big. It’s time to give birth. * Sudah waktunya melahirkan. ** Look, wow! The queen of the ants’ egg is not only lay one egg. (Pointing to the picture) How many can you count?

Pupils: Three
T & Pupils: One … Two … Three … Four … Five … Six … Seven … Eight … Nine… Ten … Eleven … Twelve …

T: How many?
Pupils: Twelve!
T: Twelve. So many. Then, the other ants help to put the eggs in order.

* Dibantu sama semut yang lain. Disusun supaya rapi. Tidak berantakan. ** Same with you. When you already in the classroom, will you put the bag in order or messy? * Kalau dikelas, tasnya ditaruh / disusun yang rapi, jangan berantakan. ** Same with the ants, even it’s a small animal, they put everything in order. Bisa menyesusun rapi not messy.

Pupils: Messy
T: * Tidak berantakan. Look! When the egg is ready, the egg will hatch. * Kalau telurnya sudah siap, mau menetas. Gimana sih menetas itu? ** What happen with the eggs? (Explaining about egg-hatching) There’s a crack on the egg. Can you see? * Telurnya retak-retak, lalu ada yang keluar dari dalam telurnya. Yang keluar apa ya?

Pupils: Semut!!!!
T: The ant itself. (Pointing to the ant) See! Look, from the egg and hatch. They are now become the ants. And the number of the ants become many. Look, they have many big brothers and sisters, and they can play together. If they have many friends, sisters and brothers, the room is not enough. So, they will go out and find their new home. * Mereka mau cari tempat yang lebih besar, mau cari makanan lebih banyak. Asyik… ** Look, I will find the new place and I will move to the bigger home. * Mau cari tempat yang lebih besar, makanannya dibawa juga apa ditinggal?

Pupils: Dibawa
T: * Dibawa. ** They take the meal and move to the new place. then, when there are still eggs that not yet hatched. * Yang telurnya belum menetas, dibawa atau ditinggal?

Pupils: Dibawa
T: * Mereka pindahan lho! Rumah yang baruannya lebih besar. Rumahnya cukup untuk tempat telur dan makanannya. Look!

Pupils: SNOW!!!
T: Yes, when there’s winter time, how’s the winter? Is it hot or cold?
Pupils: COLD!!!
T: How? This is cold. Is very cold. Can they go out if there’s snow outside? Is very cold, can they go out for finding food. Can they go out?
Pupils: NO!!!
T: (Shaking head) No! * Karena ada salju. Dingin sekali, sedangkan
semutnya itu kecil. Mereka keluar nggak ya, kalau ada salju? Tidak, mereka tinggal didalam. ** Stay inside their new home. They are not afraid even they're inside because they have …. 

Pupils : Meals!!!
T : Meals. They have food. They are not afraid if they cannot eat, because they already collect the foods. They have already have meals. So, they don’t need to go outside * karena mereka sudah punya persediaan, punya makanan. Waktu musim dingin, mereka tidak apa-apa, tidak usah kedinginan cari makanan didalam rumah ada makanan. **But what happen with another animal? Look this is a bug also. What happen with this animal (Showing the picture)? If the bug go out as snow/winter time, the bug feels very cold. * Serangannya kalau keluar banyak salju waktu musim dingin kira-kira gimana yah?

Pupils : KEDINGINAN
T : (Continuing the story) * Terus bilang sama semutnya, ** Little ant, would you spare me some food? I would, but we don’t eat the same food. * Dia mau minta makan sama semutnya, tapi lihat kira-kira makanannya bug sama ant sama tidak?

Pupils : NO!!!
T : Bisa tidak ya, dikasih makan sama antnya?
Pupils : NO!!!
T : * Karena makannya beda, bugsnya harus belajar dari ants kalau mengumpulkan makanan, jadi binatang yang rajin. Pagi-pagi ** remember? In the morning, already wake up to go to find food, and then take the food, put inside. So, they have plenty of food. No need to be afraid if winter come, they have food. Okay, we will study from the hardworking ants. * Semut yang rajin.

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Participant : D
Date : 30th November 2017

T : Ms Ita want to tell you story about a little rabbit. (Showing the book)
Pupils : The name is Bunny
T : We will read the title … the title is … * judulnya “The brave little rabbit”. What’s rabbit?
Pupils : Kelinci
T : Bunny … kelinci. Okay, how’s the rabbit? Let’s read together the story. Okay, one day * suatu hari Bunny get sick. Bunny nya sakit. This is mummy rabbit. Mummy nya Bunny. When Bunny get sick, mummy say like this … mummy nya bilang Bunny … Bunny … you are sick, so I need to bring you to the doctor. * Kata mummy, mummy harus bawa kamu ke dokter. Nah, then mummy Bunny put Bunny in the carriage. Carriage? What is a carriage? * Carriage itu apa ya?

Pupils : Kereta
T : Iya, kereta yang buat baby. ** Bunny sleep on the carriage and then
mummy give the blanket. * Dikasih selimut and mummy push the carriage and goes to the doctor / clinic. ** When they arrive at the clinic, * mereka sampai ke kliniknya. ** There’s a queue of mummies and their children, who are also sick. Ada antrian yang panjang, ada mummy mummy sama anaknya yang lagi sakit. ** They have to wait for the registration. * Harus daftar dulu di klinik, and bunny and his mummy have to wait. * Harus menunggu antri. ** Just like you, when you have to go to the restroom, and the restroom is full, you have to …

Pupils: WAIT

T: You have to queue, you have to wait. Bunny also waits outside. Nah, when it comes to Bunny’s turn, * waktu sudah sampai gilirannya, Bunny sudah daftar, ** already register and then the nurse came to Bunny and say, Bunny I have to check you. Check your temperature, * diperiksa suhu badannya, panas atau tidak, ** using thermometer, * pakai thermometer. Just like you, who have been sick?

Pupils: Thirty-nine

T: The nurse say like that, * perawatnya / susternya kaget, lho Bunny panasnya tinggi sekali, 39 derajat. Tiga puluh Sembilan, panas sekali ** you have to see the doctor. The doctor should check you up. Nah, and then Bunny meets the doctor. The doctor is a … (Allowing the pupils to say it in English)

Pupils: Hipo!

T: He is a hipo, the doctor ask Bunny to open his mouth * disuruh buka mulut. Aaaaaa (Acting open mouth) and then the doctor put on the flashlight, di apain namanya … disinarin mulutnya biar keliatan, diperiksa. And then the doctor also use the stethoscope. Do you ever see stethoscope?

Pupils: Yes!

T: The thing the doctor use to examine … * Ya, yang dipakai sama dokter, yang ditaruh di telinga ditempelin di badan pasiennya. ** That is called a stethoscope and then the doctor say to Bunny. Woah Bunny, you have to get an injection. * Harus diapain?

Pupils: Disuntik

T: * Harus disuntik, ** So that you will get heal. And Bunny (Screaming) NO!, I don’t want to get an injection. It will hurt. * Aku gamau disuntik, sakit dok. Sakit, gamau disuntik ** said Bunny. And then Bunny cry … I don’t want an injection, * kata Bunny. Bunny nya tidak mau disuntik, ** and then doctor Hipo say this, No Bunny, the injection will not hurt, you will not feel hurt, it’s just hurt a little bit. You are a brave rabbit, right? So, you have to take the injection. Just like ant, it doesn’t hurt so much, said the doctor. And then, Bunny say, okay I will take the injection and then He get on the back and close his eyes. (Acting) I’m afraid, but it’s okay. I don’t want to see, said Bunny. And then the nurse give an injection (Acting) and after finish, Bunny say … Waktu sudah disuntik Bunny nya bilang: Hah! It doesn’t hurt so
much. * Ternyata tidak sakit … tidak sakit. It’s okay, It doesn’t hurt so much. Wah, then the doctor say … Waa Bunny you are brave.

Pupils : Itu tidak sakit.
T : * Iya tidak sakit, ** it doesn’t hurt and mummy also say waa Bunny you are a brave little rabit, I am proud of you, * aku bangga sama kamu. Mami bangga banget sama Bunny, karena Bunny tidak takut disuntik, ** he is brave. After that, Bunny goes to the … (Asking) Who is this? What animal is it?

Pupils : Goose
T : It’s a goose. The nurse goose say, waa Bunny you are so brave, here’s your medicine.

Pupils : Obat
T : And then he say, thank you nurse goose. After that, he goes home with mummy and Bunny say like this, Mummy I already feel better, because of the injection I feel better, so Bunny goes home, but what’s he is doing? Pushing his own carriage, he doesn’t get on the carriage anymore, because he already feels better. Why? * Kenapa? Badannya sudah baik kenapa? ** Because he take the injection, karena sudah disuntik.

Asking Who is this? What animal is it?

Pupils : Goose
T : It’s a goose. The nurse goose say, waa Bunny you are so brave, here’s your medicine.

Date : 30th November 2017

The following transcript is based on the recording

T : Who can read this one? (Showing the book)
Pupils : Skippy’s ….. Billy’s Friend.
T : Okay, now Ms Shely will open it. We will continue the story.
Pupils : Twenty nine.
T : Wow! Can you tell about the picture? Wow, very colourful. Yeah, this is the title (Pointing to the title, followed by picking one pupil to read) Jayden, read.
Pupil 1 : Good ….
T : (Switching to another pupil to read) Jacob, read.
Pupil 2 : Good Fun.
T : The other say, “Good Fun”
Pupils : Good Fun
T : Okay, the story still about Billy’s and friend. Who’s still remember the name of Billy’s dog?
Pupils : Skippy!
T : Skippy. Okay, later we will found. Is Skippy join with the holiday? Okay, now ms Shely will read … // Billy likes family fun, the family likes fun too. A ride is fun, said Elise. We like to ride in the car. // Who said “We like to ride in the car?”, Billy or Elise?
Pupils : Elise …
T : Who say “Billy” raise your hand…
Pupils : (Raising hand)
T : Okay… Who say “Elise” raise your hand… Okay
Pupils : (Raising hand)
T : Okay … Ms Shely will repeat again. Billy likes family fun, the family
likes fun too. A ride is fun, said Elise. We like to ride in the car. // Who
said that “Billy” or “Elise”?  
Pupils : Elise
T : Yes, Elise says, “We like to ride in the car.” (Looking and pointing to
the picture on the book, followed by asking the pupils) Can you see the
car? Can you see the car?  
Pupils : Yes.
T : What’s the colour of the car?
Pupils : Green
T : Dark green or light green?
Pupils : Dark green
T : Dark green or light green? Wait… take turn.
Pupils : Light
T : Light green. Ohh Ms Shely want to ask you. If you drive a car … sit
down … sit nicely (Trying to manage the pupils). How do you drive a
car? (Acting as if she’s driving) How do you drive a car?  
Pupils : (Acting as if driving a car)
T : Okay, we continue the story. Shh! My family likes to play, said Ann.
My friends like it too. // Who said my family likes to play? Elise or
Ann?
Pupils : Ann
T : Ann … Nah (Continuing reading) // We like to sing and play, said
David. Mother and I play together. // Ms Shely already tell three
names, mention three names of Billy’s friend. Who can mention the
name? Raise your hand.
Pupils : (Without raising their hand) Skippy!  
T : Raise your hand … Not the dog, but the friends. Okay, Gaby first.
Pupil 3 : Elise, Skippy …
T : Not Skippy, Skippy is the dog. Elise … (Giving another chance to
other pupil) Benjamin!
Pupil 4 : Billy.
T : Not Billy, Billy’s friend name. There are three persons here, Who?
Pupil 4 : (Silent)
Pupil 5 : Spin…
T : Number one is Elise, number two is Ann and number three is David.
Nah, Okay, Thank you. (Moving to another page) Now, the story about
Ann. Ann helps mother. // I like to help you mother, said Ann. I like to
work in the house. May I help you? // Ann say…  
Pupil 4 : NO!  
T : Benjamin say NO? … Of course yes! // My mother say YES to Ann.
Yes, of course. You can help me, said mother. You may help me work.
We can work together. // Now, Ms Shely want all of you to see the
picture (Showing the page which has a picture of a kitchen) Where is
it? Do you know the name of the place?
Pupils : Kitchen!!!!
T : Yeah, this is in the kitchen. They are still in the kitchen. How many person in the kitchen?
Pupils : Two
T : Yeah, two or three?
Pupils : Two
T : Who are they?
Pupil 6 : Ann
Pupils : Ann and mum.
T : (Noticing that one of the pupils said three) Oh … Claudya say three? Three or two? (Whilst taking a look back to the page) Only two … mother and Ann.
Pupil 4 : Three and kitchen
T : Oh my God! Kitchen is not a person, but the name of a place. Just listen to Ms Shely. Look at this picture again … can you see the colour of the wall?
Pupils : Blue … Orange …
T : Ohh … who says Orange?
Pupils : Jacob!
T : Only Jacob? Who says blue? (Looking to the pupils)
Who says green? No one? Okay, this is you can say … this is light blue. Okay now, how about the clothes of mummy and Ann?
Pupil 4 : Red and pink (Followed by his classmate)
T : Red and purple.
(Then, moving into another book page and begin to read new story)
When you at home, who ever help mummy in the kitchen, raise your hand. Gisella, Keyla, Gissel, Claudya and Cheryl. How about daddy? Cheryl… you help mummy in the kitchen? What kind of help you do for mummy?
Pupil 7 : (Silent)
Pupil 8 : Grandma
T : I said grandma you said no, what help?
Pupil 8 : (Silent)
Pupil 4 : Angry?
Pupil 9 : (Talking gibberish, indicating that she helps her mummy)
T : Oh good job! How about Gissel Samuel? Also, How about Jayden? never help mummy in the kitchen?
Pupil 4 : I ever help mummy.
T : Now, please listen to me Gavy and Gisella. At home, if you see mummy and daddy is still busy. Maybe mummy still busy in the kitchen, cut for the carrot, cook the rice. Shh! Benjamin …. Still cook the vegetables or the meat, you can help. You can say, “mummy may I help you” or may be your mummy will say “what can you do for me?” Ohh, I can wash the vegetables, okay right? I can wash the plate, maybe only one plate, that’s okay or maybe daddy. Daddy still what?
Still tidy the room, tidy the living room …. So messy, you can say to daddy, “may I help you daddy or papi?” Oh yes you can.

Pupil 4 : Ms Shely, I clean my bed myself.
T : Oh you clean up your bedroom?
Pupil 4 : One time.
T : Only one time, that’s okay maybe only one time or twice. (At the same time, Gavy was talking gibberish as if he told the story of him)
T : (In response of Gavy’s story) Oh yes, you may, you can help your mummy and daddy at home. Anything … with the broom that’s a great work. Benedict, please sit nicely. Same with Ann, Ann helps mummy. When you help mummy and daddy, help with happy or sad face?
Pupils : Happy!
T : Because mummy and daddy already help you every day. Do you love your mummy and daddy or papi?
Pupils : Yes.
T : Listen … Okay, that’s why you have to help mummy and daddy.
APPENDIX B

INTERVIEW 1 / PARTICIPANT A

1. How long have you been teaching children?
   10 years

2. How long have you been using storybook to bridge children in teaching English?
   Same about 10 years

3. How do you usually use storybook in the class? Do you use any particular thing such as glove puppet? Or do you put the pupils in circle and read the story afterwards?
   I usually use glove puppet as the media to tell the story to the N2 pupils. Glove puppet using also helps me a lot in terms of improvising the story. I also use the storybook and put the pupils in circle, but I must be picky in choosing it, because the storybook for N2 pupils should be having more pics rather than the words, so they don’t get bored easily. For N2 pupils, using either glove puppet or the storybook “in-circle” must be attractive, knowing that the pupils are prone to distracted and bored easily.

4. What are types of storybook that you usually pick to be read in the class? Any particular reason regarding to why do you choose it to be read in the class?
   Storybook that have a lot of pictures and involving the animal characters. There are three main reasons underlining the animal character:
   1. Children like to imagine about animals. The language between animal storybook are simple and easy to be learnt.
   2. Animals are easy to be discovered in daily life.
3. Animals' characters are the best objects of learning, because they are funny and unique.

5. **What are the benefits of using storybooks in order to support your teaching English to children?**

It can attract children and keep them focused on my story, it can help them also to make abstract things become concrete. Reading storybooks in front of the pupils might be a good tradition that should be passed through generations, because storybooks have many values that children need for their lives, later.

**INTERVIEW 2 / PARTICIPANT B**

1. **How long have you been teaching children?**
   5 years.

2. **How long have you been using storybooks to bridge children in teaching English?**
   The same 5 years.

3. **How do you usually use storybooks in the class? Do you use any particular thing such as glove puppet? Or do you put the pupils in circle and read the story afterwards?**

   I usually use the glove puppet or any doll. I managed to put the students to sit on the mat and listen to the story, sometimes I sing a song and give them questions related to the story, for example, who is the name of the character or what the character is. For some time, I read the storybook using the actual book and show the picture to the students as well.

4. **What are types of storybooks that you usually pick to be read in the class? Any particular reason regarding to why do you choose it to be read in the class?**
The book which have a lot of pictures on it. The reason is because children like to see the funny character. They also attracted to something that is colourful. I also like children’s classic, for its richness of values that picture books sometimes may miss. Children’s classic such as Billy’s Friends, for example. Inside Billy’s Friend, we can learn about the meaning of family through stories.

5. What are the benefits of using storybook in order to support your teaching English to children?

It could help children imagining things. It also trained children to be more critical towards predicting what would happen next, literally about the story. Children’s imagination exercise their mind socially and emotionally.

INTERVIEW 3 / PARTICIPANT C

1. How long have you been teaching children?

10 years

2. How long have you been using storybook to bridge children in teaching English?

7 years. In the early years, I was subject teacher and only taught phonics, I used flashcard not storybook.

3. How do you usually use storybook in the class? Do you use any particular thing such as glove puppet? Or do you put the pupils in circle and read the story afterwards?

I usually use flashcard (phonics flashcards have biblical story on each letter), storybook, bible verse, combined with song, game or dance, depend on the material. Students can sit on their chair or mat, facing to the teacher.

4. What are types of storybook that you usually pick to be read in the class? Any particular reason regarding to why do you choose it to be read in the class?
Storybook that have message and good influence for student’s character (For example: storybook about responsibility, honesty and obedience). Usually we read storybook during devotion time in the morning, so we add the value of life, Christ character and moral lesson during that time (While students still have fresh mind to receive good lessons of life is in the morning time). One more importance of storybook, it could be read times, through repetition. The repetition doesn’t need to be using the same book, it could be another book with the same theme. There are plenty of storybooks that have basic stories of kindness, but bounded in the form of picture books, and enriched with characters that children like, such as animals.

5. What are the benefits of using storybook in order to support your teaching English to children?

Children are interested and easier to absorb information through story. A story would not just be told once, it would be told twice or more than three times, so the children could learn every vocabularies from just a story. Storybook also teach children to be more respective towards their friend. I think this idea has proven how storybook could deliver values that probably only storybook could give.

INTERVIEW 4 / PARTICIPANT D

1. How long have you been teaching children?

Since, 2007. 10 years in counting.

2. How long have you been using storybook to bridge children in teaching English?

I’ve been using story book since the first time I taught children. Not only in school, but also in Sunday school.
3. How do you usually use storybook in the class? Do you use any particular thing such as glove puppet? Or do you put the pupils in circle and read the story afterwards?

Sometimes I just read the storybook in front of the class and let the children see the pictures in the storybook (I prefer to choose the big size storybook which have big picture and of course with simple language) or I just memorise it straightaway and use glove puppet, instead. Another way that sometimes I do is giving the children a copy of storybook, which have a short story and read it together in the class. It’s very fun and they really enjoy the reading lesson, very much.

4. What are types of storybook that you usually pick to be read in the class? Any particular reason regarding to why do you choose it to be read in the class?

I opt for the picture books which come up in big size, so that children can really see the pictures. The pictures will also help them understand the story by listening and learn the vocabulary, as well. Moreover, picture books enhance the children’s imagination, which could affect children’s skills development, as they have to think by listening words by words, allowing them to imagine first.

5. What are the benefits of using storybook in order to support your teaching English to children?

I like using storybook because I found that storybook are easy to be delivered, by the lessons taught especially, rather than telling the children directly based on the subjects. Using storybook, it’s easier for the children to remember the vocabularies, moreover it could be repeated, as it has various theme and pictures, very suitable for children.
1. How long have you been teaching children?
   10 years.

2. How long have you been using storybook to bridge children in teaching English?
   3 years.

3. How do you usually use storybook in the class? Do you use any particular thing such as glove puppet? Or do you put the pupils in circle and read the story afterwards?
   I usually sit in front of my students whilst reading the storybook, or sometimes using 1 or 2 puppets or wayang (traditional terms for printed puppets). Wayang are the easiest aid, if the puppets or glove puppets aren’t available, because it is easy to make and colourful enough to be used in front of the students, in reading them stories. If I might say, I personally prefer bringing the storybook to be read in front of the students, rather than using glove puppet because I found that is effective and could give the students the question, afterwards. The question, related to the story, like a clarifying question.

4. What are types of storybook that you usually pick to be read in the class? Any particular reason regarding to why do you choose it to be read in the class?
   Storybook with colour pictures, because the kids like to enjoy something that colourful and have attractive pictures. The kids will be absorbing the story better, if the storybook come up with pictures, even the pictures are not sequenced. As long as they have seen the pictures, they will be eager to know what the story is about.
5. What are the benefits of using storybook in order to support your teaching English to children?

Most storybook have pictures to support the story inside, it is very helpful for the teacher to deliver the story and also attract the pupils. Through storybook, children could learn how to listen and speak in English. I usually give questions, so they have to listen and to answer, later. It helps the children to understand English more.
### APPENDIX C

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<th>Class / Year taught</th>
<th>Participant A</th>
<th>Date of issue</th>
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#### Type of the storybook used
- *Storybook:* "English language
- *Title of the book:* The Nine O’clock
- *Published:* G.P. Putnam’s Sons (1987)
- *Written:* Sudipta Bardhan-Quallen
- *Illustrated:* David Aran

#### The main characteristic of the storybook
- Provides simple English
- Provides activities such as simple coloring, book swap, art center, and treasure
- All activities should be done under teacher/parent supervision

#### How teachers use the storybook
- Read it in circle
- Bought a glove puppet named "Tina"
- Used simplified English language
- Played by watching Indonesian
- Often repeated the sentence(s) to keep the pupils following, also taught choices to be delivered at the end of the story, which supposed to involve the pupils.

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<th>Name of the participant</th>
<th>Class / Year taught</th>
<th>Participant B</th>
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#### Type of the storybook used
- *Storybook:* "English language
- *Title of the book:* Billy’s Friends
- *Written:* Alta McIntyre and Wilhelmina Hill
- *Published:* Folio Publishing Company, Chicago (1985)

#### The main characteristic of the storybook
- 50% pictures: 50% stories
- Balanced amount
- Colourful
- Provides simple English language
- Based on reality, most of the character are human, bounded in the form of family

#### How teachers use the storybook
- Read it in circle
- No switching at all
- Involved QA