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FROM READ-ALOUD PRACTICE TO INTERACTIVE STORYTELLING: TEACHERS' STRATEGIES FOR USING STORYBOOKS IN EARLY CHILDHOOD LEARNING AT TADIKA ALFIKH ORCHADCH

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Abstract

Storybooks are widely used in early childhood education to support language stimulation, children's engagement, and the introduction of simple moral values. However, classroom practice often remains limited to one-way read-aloud activities, leaving children with few opportunities to respond, interpret, and participate actively in storytelling. This study examines teachers' strategies for using storybooks interactively with young children at Tadika Alfikh Orchadch, identifies the obstacles teachers face, and describes the efforts made by teachers and the institution to improve storytelling activities. The study employed a descriptive qualitative approach. Data were collected through classroom observations, teacher interviews, and learning documentation involving six teachers and one class of ten children aged four to five years. The data were analyzed through data reduction, data display, and conclusion drawing, while trustworthiness was strengthened through technique triangulation. The findings indicate that teachers used storybooks mainly through read-aloud activities, picture display, voice intonation, simple questioning, and connections between story content and children's daily experiences. However, more participatory activities, such as character discussion, role-play, drawing, and story retelling, were not implemented consistently. The main obstacles included limited teacher skills in designing follow-up activities, children's short attention span, limited classroom time, and insufficient variety of storybooks. Teachers and the institution had made initial efforts to improve storytelling through expressive reading, experience-based questioning, classroom media, and support for storybook use, but these efforts still required stronger pedagogical and institutional support. This study concludes that storybooks can create opportunities for language stimulation and the introduction of simple moral values when teachers transform read-aloud practice into more dialogic and participatory storytelling.

Keywords: *Read-Aloud Practice; Interactive Storytelling; Teachers' Strategies; Storybooks; Early Childhood Education*

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A. Introduction

Early childhood education is a crucial stage in establishing the foundations of children's development. During this period, children are highly responsive to stimulation from their family, school, and social environment. Appropriate stimulation in early childhood contributes to language, cognitive, socio-emotional, moral, motor, and character development in later stages. For this reason, early childhood learning should

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not be limited to the introduction of letters, numbers, or basic academic skills. It should provide enjoyable, meaningful, and developmentally appropriate learning experiences that recognize children as active, imaginative learners who learn through play, interaction, and concrete experience (Berk, 2018; Sujiono, 2020).

One learning medium that is closely connected to children's everyday world is the storybook. Storybooks present language, images, characters, plots, and simple moral messages that children can relate to their own experiences. Through storybooks, children have opportunities to encounter new vocabulary, listen to spoken language, understand sequences of events, and recognize moral values through the actions of characters. Storybooks can also help teachers build classroom communication through read-aloud activities, question-and-answer sessions, simple discussions, character imitation, and connections between stories and children's daily lives. In this sense, storybooks are not merely reading materials; they can function as pedagogical media that create opportunities for interaction in early childhood classrooms (Huck et al., 2018; Tomlinson & Lynch-Brown, 2013).

Previous studies have widely examined the role of storybooks in supporting early language development and emergent literacy. Emergent literacy refers to the early knowledge, skills, and attitudes that develop before formal reading and writing, and it is closely related to children's language experiences and literacy environments (Whitehurst & Lonigan, 1998). Read-aloud activities provide children with opportunities to listen to language, understand word meanings, and respond to story content through simple conversations. The use of *big books* has also been found to help children focus because large visual displays are easier to observe collectively in classroom settings. In addition, storytelling methods can encourage children aged five to six to listen, expand their vocabulary, and communicate more confidently. These studies indicate that storybooks have strong potential as media for language development, particularly when they are used through strategies that allow interaction between teachers and children (Eka et al., 2020; Habibatullah et al., 2021; Ifadah & Irayana, 2023; Zulaeha & Setiasih, 2025).

Storybooks have also been studied as media for introducing moral values, empathy, and character education. Stories that present characters, simple conflicts, and problem-solving situations can help young children recognize good and inappropriate behavior in concrete ways. Early childhood learners tend to understand values more easily through characters' actions than through abstract moral advice. Picture storybooks, culturally based folktales, and digital audio-visual storybooks can introduce values such as responsibility, care, cooperation, and togetherness in forms that are attractive to children. However, the pedagogical value of storybooks is not determined only by the content of the books. It also depends on how teachers manage storytelling, ask questions, and invite children to reflect on the story in simple and age-appropriate ways (Darizzumroda et al., 2022; Ratnasari & Zubaidah, 2019; Supartini & Ambara, 2022).

Ideally, the use of storybooks in early childhood classrooms should move beyond read-aloud practices toward interactive storytelling. This direction is consistent with dialogic reading, a shared picture-book reading approach that encourages children to

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become active participants in story-related conversations rather than passive listeners (Zevenbergen & Whitehurst, 2003; Pillinger & Vardy, 2022). Teachers should not only read a story from beginning to end but also provide space for children to understand, respond to, and interpret the story. Storytelling can be developed through open-ended questions, predictions about the plot, discussions of characters, role-play, drawing activities, and retelling parts of the story in children's own words. These strategies are important because young children learn more effectively when they are involved in communication, exploration, play, and creative activities. Interactive storytelling can also support children's confidence in speaking, listening, narrative comprehension, and social interaction (NAEYC, 2021; Nicolopoulou, 2014; Saodi et al., 2021).

However, the use of storybooks in early childhood education institutions does not always reflect this interactive principle. In many classroom practices, storybooks are still used mainly as reading materials, while children are positioned primarily as listeners. One-way storytelling may help children hear new vocabulary and recognize story content, but it is not sufficient to build active participation. When storytelling provides limited opportunities for dialogue, children have fewer chances to ask questions, express feelings, interpret characters' actions, or connect the story with their own experiences. Limited variation in teachers' storytelling strategies may also turn storybook use into a routine activity that does not meaningfully encourage children's participation (Nurzannah et al., 2023).

Based on these studies, previous research has generally emphasized the benefits of storybooks for language development, emergent literacy, moral learning, and character education. However, less attention has been given to how teachers transform storybooks from reading materials into dialogic and participatory learning activities in early childhood classrooms. This gap is important because the effectiveness of storybooks does not depend solely on the availability of books or the attractiveness of their visual content. It also depends on teachers' pedagogical strategies in creating interaction, guiding children's responses, and developing follow-up activities after the story. A good storybook does not automatically produce meaningful learning if it is used only for one-way reading. Conversely, a simple storybook can become a powerful learning medium when teachers are able to turn it into a dialogic, participatory, and developmentally appropriate activity (Brewer, 2013).

This gap is visible in the learning practices at Tadika Alfikh Orchadch. Preliminary observations showed that teachers had used storybooks to attract children's attention, introduce vocabulary, and convey simple moral messages. However, the practice was still largely teacher-centered. Storytelling activities were commonly conducted by having the teacher read the story, show the pictures, and end the activity with simple questions or brief moral advice. Follow-up activities, such as discussing characters, role-playing, drawing story content, retelling the story, or connecting the story with children's personal experiences, were not yet carried out consistently. This condition indicates a gap between the potential of storybooks as interactive learning media and the actual storytelling practices implemented in the classroom.

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The novelty of this study lies in its contextual examination of storybook use at Tadika Alfikh Orchadch by focusing on the shift from read-aloud practices to interactive storytelling. This study does not merely position storybooks as useful learning media. Instead, it analyzes how teachers use storybooks in classroom practice, how children are involved in storytelling activities, why interactive activities have not been implemented optimally, and what efforts teachers and the institution have made to improve storytelling practices. Through this focus, the study contributes to early childhood pedagogy by explaining the relationship between teachers' strategies, storytelling interaction, and opportunities for language stimulation and the introduction of simple moral values.

Therefore, this study aims to analyze teachers' strategies in using storybooks interactively with young children at Tadika Alfikh Orchadch. It also seeks to identify the obstacles teachers face and describe the efforts made by teachers and the institution to improve the effectiveness of storytelling activities. The findings are expected to provide a theoretical contribution to the development of early childhood pedagogy, particularly in the use of storybooks as dialogic learning media. Practically, this study may serve as a reference for teachers and early childhood institutions in designing storytelling activities that are more interactive, participatory, and appropriate to the developmental characteristics of young children.

B. Methods

This study employed a descriptive qualitative approach to examine teachers' strategies for using storybooks interactively with young children at Tadika Alfikh Orchadch, Taman Setia, Klang, Selangor, Malaysia. The qualitative design was chosen because the study aimed to understand classroom practices, teacher–child interaction, pedagogical constraints, and institutional efforts in the use of storybooks rather than to measure children's developmental outcomes quantitatively. The participants consisted of six teachers who were directly involved in classroom learning using storybooks. They were selected purposively because they had teaching experience, had used storybooks in learning activities, and understood the actual conditions of storytelling practices in early childhood classrooms. The observed children were aged four to five years and consisted of ten children in one class.

Data were collected through observation, interviews, and documentation. Classroom observations were conducted 15 times during 27 days of fieldwork, with a total documented observation duration of five hours. The observations focused on how teachers opened storytelling activities, read stories aloud, used intonation and facial expressions, displayed pictures, asked questions, responded to children's answers, connected story content with children's experiences, and developed follow-up activities such as role-play, drawing, or retelling the story. One of the storybooks observed was *Si Cilik yang Ingin Menjadi Pemadam Kebakaran*. Interviews with teachers explored their experiences in using storybooks, reasons for selecting particular stories, difficulties in encouraging children's active participation, time constraints, book availability, and institutional support. Documentation included photographs of learning activities,

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classroom notes, storybook collections, and other supporting documents related to storytelling practices. The research instruments consisted of an observation guide, an interview guide, and a documentation sheet.

Data were analyzed through data reduction, data display, and conclusion drawing, following the qualitative analysis procedure proposed by Miles et al. (2014). Data reduction was carried out by selecting and categorizing information relevant to teachers' read-aloud strategies, patterns of limited interaction, pedagogical obstacles, and efforts to develop interactive storytelling. Data were then presented in narrative descriptions and thematic tables to show the relationship between classroom practices, teacher statements, and supporting documentation. Conclusions were drawn by identifying recurring patterns across observation, interview, and documentation data. The trustworthiness of the data was strengthened through technique triangulation by comparing classroom observations, teacher interviews, and learning documentation. Ethical considerations were addressed by obtaining permission from the institution, explaining the purpose of the study to the participants, maintaining the confidentiality of children's identities, and avoiding the disclosure of identifiable child information in the article (Creswell & Poth, 2018; Miles et al., 2014).

C. Results and Discussion

Tadika Alfikh Orchadch is an early childhood education institution located in Taman Setia, Klang, Selangor, Malaysia. The institution provides learning activities for young children through basic classroom learning, religious habituation, and character formation. In classroom practice, teachers use simple learning media to attract children's attention, including storybooks. This study focused on storybook use in one class consisting of ten children aged four to five years. The data were obtained from classroom observations, teacher interviews, and learning documentation during the fieldwork.

1. Results

1) Teachers' Strategies in Using Storybooks

The teachers at Tadika Alfikh Orchadch used storybooks as part of early childhood learning activities. Storybooks were used to attract children's attention, introduce new vocabulary, convey simple moral messages, and create an enjoyable classroom atmosphere. The stories selected by teachers generally presented themes close to children's daily lives, such as courage, helping others, cleanliness, family, friendship, and care for others.

The most frequent strategy was reading stories aloud. Teachers read the story in front of the class while showing pictures to the children. They used voice intonation, facial expressions, and simple body movements to make the story easier for children to follow. Children paid more attention when the teacher showed colorful pictures, imitated the voices of characters, or connected the story to familiar experiences. However, the activity still tended to be teacher-led. Children mostly listened and responded briefly, while longer conversations, story interpretation, and child-initiated responses rarely appeared.

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One observed activity used the storybook *Si Cilik yang Ingin Menjadi Pemadam Kebakaran*. The book was selected because it introduced courage, care, and willingness to help others. During the activity, the teacher asked, "Children, who wants to be a firefighter?" The children answered, "Me, Teacher." The teacher then asked, "If there is a fire, what should we do?" One child replied, "Call the firefighter." The teacher then explained that children should become helpful persons like the character in the story. This exchange indicates that the teacher had begun to involve children through simple questions. However, the interaction stopped at short answers and was not extended into reflective questions, character discussion, or follow-up activities.

Teachers also asked simple questions to check children's understanding of the story. These questions usually concerned the names of characters, colors of objects, characters' actions, and moral messages. Some children could answer briefly, especially when the questions referred to concrete objects or events. When the questions required explanation, such as why a character helped others or how a character might feel, only a few children responded. This pattern suggests that storybook use had created initial space for participation, but the interaction had not yet developed into active classroom dialogue.

Teacher interviews strengthened this finding. One teacher explained that young children easily lose interest when learning activities are conducted in a monotonous way:

> "When we use storytelling methods or storybooks, we have to use language that does not make children bored. For example, if we invite them to tell stories while doing role-play, they become more enthusiastic and do not easily get bored in learning, because children like learning through play. Children can only stay calm for five to ten minutes; after that, they will start doing other activities on their own. Therefore, we have to use learning methods that make them happy" (Puan Zizah, personal communication, September 2025).

This statement indicates that teachers understood the need for short, enjoyable, and play-based activities. However, this understanding had not yet become a consistent classroom practice. Role-play was recognized as useful, but it was still rarely planned as part of storytelling.

Cikgu Nurmila gave a similar explanation. She stated that storybooks were easier for children to understand when teachers asked questions and connected stories with everyday life:

> "In using storybooks, children understand the message more easily when the teacher does not only read but also asks questions and invites them to connect the story with daily life. For example, when the story is about firefighters, children can be asked what they should do when there is a fire and why we need to help others. In that way, children become more active and do not only sit and listen to the story" (Nurmila, personal communication, September 2025).

This interview excerpt clarifies why simple questioning and experience-based connections became the first steps toward interactive storytelling. Even so, the classroom practice still relied mainly on teacher questions and short child responses. Activities that could give children wider space to speak, act, draw, or retell the story were not yet implemented consistently.

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The pattern of storybook use across teachers is summarized in Table 1. The table presents the forms of storytelling practice found in the observations and interviews, ranging from read-aloud activities to more participatory forms such as role-play, drawing, and story retelling.

Table 1.
Forms of Storybook Use by Teachers at Tadika Alfikh Orchadch

No.	Form of Storybook Use	Number of Teachers	Field Evidence	Description
1	Reading stories aloud	6	Teachers read storybooks while showing pictures to children.	This was the main and most frequent strategy.
2	Asking simple questions after storytelling	3	Teachers asked about characters, characters' actions, and the moral message of the story.	Questions remained concrete and were rarely extended into longer dialogue.
3	Connecting stories with children's experiences	2	Teachers connected the story with children's experiences of helping others and everyday life.	This strategy had begun to appear but was not yet used consistently.
4	Follow-up activities, such as drawing or role-play	1	One teacher began to direct children to role-play or draw story characters.	These activities were still limited and had not become a regular classroom practice.
5	Children retelling the story	Not found as a planned activity	Some children responded spontaneously, but retelling was not designed as a structured activity.	Retelling had not yet become a routine storytelling activity.

Source: Field data from classroom observations and teacher interviews, 2025

Table 1 indicates that read-aloud practice was the most dominant form of storybook use, as all six teachers used this strategy. More participatory activities appeared less frequently. Only three teachers used simple questions after storytelling, two teachers connected story content with children's daily experiences, and one teacher began to use drawing or role-play as a follow-up activity. Story retelling by children had not yet appeared as a planned classroom activity. This pattern confirms that storybook use at Tadika Alfikh Orchadch had begun to move toward interactive storytelling, but the practice remained limited and uneven across teachers.

2) Obstacles in Implementing Interactive Storytelling

The main obstacle was the inconsistent implementation of interactive storytelling. Teachers read stories aloud, showed pictures, and asked simple questions, but follow-up activities such as discussing characters, role-play, drawing story content, or retelling the

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story were not conducted regularly. Storybook use therefore remained closer to reading and moral explanation than to participatory learning.

The first obstacle concerned teachers' pedagogical skills in managing storytelling activities. Some teachers had long teaching experience, including 12 to 13 years of teaching. However, teaching experience did not automatically lead to specific skills in designing interactive storytelling. Teachers were more familiar with reading stories directly than with transforming the story into child-centered activities. As a result, children mostly listened, while their opportunities to speak, ask questions, express opinions, or interpret story events remained limited.

The second obstacle was children's short attention span. Based on teacher interviews, young children could usually maintain attention for only five to ten minutes. After that, some children began to move, talk to friends, or do other activities. This condition required teachers to use varied strategies, such as short questions, movement, role-play, picture exploration, and simple games. However, these variations were not yet used consistently by all teachers.

The third obstacle was limited classroom time. Teachers had to adjust storytelling activities to the daily learning schedule. Because the available time was limited, storytelling often ended after the teacher read the story and delivered the moral message. Activities that could extend children's involvement, such as drawing characters, imitating character roles, or retelling the story, were often left out.

The fourth obstacle was the limited variety of storybooks. The available books already contained themes close to children's lives, but the collection still needed to be expanded. When the same books were used repeatedly without variation in activities, children could lose interest. Teachers needed books with more diverse themes so that storytelling could be adjusted to learning objectives, children's conditions, and the values being introduced.

3) Teachers' and Institutional Efforts to Improve Storytelling Activities

Teachers had made several efforts to make storytelling more engaging. They used expressive voices, showed pictures, asked simple questions, and connected stories with children's daily experiences. In the story about firefighters, for example, the teacher invited children to imagine the role of firefighters and related the story to helping others. This helped children understand the story through concrete examples.

Teachers also began to recognize the importance of learning through play. Interview data indicated that teachers considered role-play useful because it could reduce boredom and help children understand story messages more easily. However, role-play, drawing, and retelling had not yet become regular parts of storytelling. Some teachers still needed guidance or training to design simple follow-up activities that matched children's age and attention span.

The institution provided support through classroom learning spaces, learning documentation, and the use of learning media. Documentation also showed classroom learning activities and the involvement of teachers and students in the children's learning

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environment. The institution had begun to support the use of storybooks as part of early childhood learning, but this support still needed to be strengthened. The most urgent needs were additional storybook collections, a more accessible reading corner, and practical storytelling guidelines for teachers.

These findings place the use of storybooks at Tadika Alfikh Orchadch in a transitional stage. Teachers had used read-aloud activities, picture display, voice intonation, simple questioning, and connections with children's experiences. However, role-play, drawing, story retelling, and reflective dialogue had not yet become regular parts of classroom practice. The obstacles identified in the field included limited teacher skills in designing follow-up activities, children's short attention span, limited classroom time, and insufficient book variety. Teachers and the institution had made initial efforts to improve storytelling activities, but these efforts still required stronger pedagogical and institutional support.

2. Discussion

The findings indicate that storybook use at Tadika Alfikh Orchadch had begun to move from read-aloud practice toward interactive storytelling, although the shift remained incomplete. Teachers had already used storybooks to attract children's attention, introduce vocabulary, convey simple moral messages, and create a more enjoyable learning atmosphere. These practices are pedagogically relevant because storybooks combine language, images, characters, events, and moral situations that are close to children's everyday experiences. In early childhood learning, such media can help children listen to spoken language, recognize narrative sequences, and understand values through concrete examples rather than abstract instruction (Huck et al., 2018; Tomlinson & Lynch-Brown, 2013). However, the classroom practice observed in this study suggests that the pedagogical potential of storybooks has not yet been fully transformed into dialogic learning.

The main issue is not the absence of storybooks, but the way storybooks are used in classroom interaction. This interpretation is consistent with the view that shared storybook reading works through the interaction among the child, the adult, and the book, rather than through the book as a stand-alone medium (Grolig et al., 2020). In the observed activities, storybooks functioned mainly as media for reading aloud and delivering moral messages. Teachers read the story, showed pictures, asked simple questions, and then explained the message of the story. This pattern created initial opportunities for children to participate, but the interaction was still largely controlled by the teacher. Children mostly listened and gave short responses, while opportunities to explain ideas, interpret characters' feelings, predict story events, draw story content, act out character roles, or retell the story in their own words were still limited. This condition shows that the pedagogical value of storybooks depends not only on the availability or attractiveness of the book, but also on the teacher's ability to turn the book into a space for children's active meaning-making.

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Read-aloud practice should not be treated as pedagogically weak in itself. Previous studies have shown that read-aloud, interactive book reading, and small-group storybook reading can support children's language exposure, listening skills, vocabulary development, oral language, and early literacy experiences when children are encouraged to participate before, during, and after reading (Eka et al., 2020; Ifadah & Irayana, 2023; Justice et al., 2005; Mol et al., 2009; Wasik & Bond, 2001; Zulaeha & Setiasih, 2025). The problem appears when read-aloud becomes the final form of storybook-based learning rather than the starting point for more participatory activities. In this study, teachers had already created a foundation for interaction through questions and daily-life connections, but these strategies were not yet extended into more dialogic and child-centered activities. As a result, storybook use still opened only limited space for children to use language actively.

This condition is important because young children learn through interaction, play, imitation, movement, and concrete experience. Storytelling in early childhood classrooms therefore needs to provide children with opportunities not only to listen but also to speak, respond, imagine, act, and relate the story to their own world. Interactive storytelling becomes more meaningful when teachers pause at selected moments, ask open-ended questions, invite children to predict what may happen next, discuss characters' actions, and provide follow-up activities such as role-play, drawing, or retelling. These strategies are consistent with developmentally appropriate early childhood practice, which emphasizes active participation, responsive interaction, and learning experiences that match children's developmental characteristics (NAEYC, 2021; Nicolopoulou, 2014).

The limited implementation of interactive storytelling in this study can be understood as a pedagogical constraint rather than a simple lack of teacher awareness. The interviews indicate that teachers understood that children could easily become bored and needed enjoyable, play-based learning activities. Teachers also recognized that role-play and daily-life connections could make storytelling more engaging. However, this awareness had not yet become a consistent teaching routine. Teachers were more familiar with reading stories directly than with designing structured follow-up activities. The gap between awareness and practice suggests that teachers need practical support in translating their understanding of children's learning characteristics into concrete storytelling strategies.

Children's short attention span also shaped the way teachers managed storytelling activities. The teachers stated that children were usually able to maintain attention for only about five to ten minutes. This condition requires storytelling to be dynamic and carefully sequenced. Teachers need to combine reading, picture exploration, short questions, gestures, imitation, and play so that children remain involved without making the activity too long or too demanding. When teachers do not have sufficient strategies for managing these transitions, storytelling tends to return to the simplest format: reading the story, asking brief questions, and closing with moral advice. The challenge, therefore,

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is not that young children cannot participate in storytelling, but that their participation needs to be intentionally designed.

Limited classroom time further explains why follow-up activities were not consistently implemented. Interactive storytelling requires preparation, story delivery, children's responses, classroom management, and post-story activities. When teachers have to adjust storytelling to a tight daily schedule, they tend to choose the most practical form of activity. This explains why role-play, drawing, and retelling appeared only minimally in the classroom practice. Time limitation affects not only the duration of the activity but also the depth of interaction that can be developed. In this context, institutional support becomes important because teachers need scheduled space for storytelling, not merely access to storybooks.

The limited variety of storybooks also influenced the quality of storytelling. The available books already contained themes close to children's lives, such as courage, helping others, cleanliness, friendship, and care. However, a more varied collection would allow teachers to select stories according to learning objectives, children's interests, and the values being introduced. At the same time, book availability alone is not sufficient. A richer collection must be accompanied by teachers' ability to design questions, activities, and forms of interaction based on each story. Studies on storybook use and picture books in early childhood education also indicate that the value of storybooks depends on how teachers connect content, visual elements, children's experiences, and classroom interaction (Darizzumroda et al., 2022; Ratnasari & Zubaidah, 2019; Supartini & Ambara, 2022).

The findings also need to be interpreted carefully because this study did not measure children's language, socio-emotional, cognitive, or creative development through standardized instruments. Therefore, it would be inaccurate to claim that storybook use directly improved children's development. The more precise interpretation is that storybook use created opportunities for language stimulation and the introduction of simple moral values. Children listened to vocabulary, responded to concrete questions, recognized story events, and encountered values such as courage, care, and helping others. However, the potential for broader socio-emotional, cognitive, and creative stimulation remained underdeveloped because reflective dialogue and follow-up activities were not yet carried out consistently.

In relation to previous studies, the findings support the argument that storybooks are useful pedagogical media, while also qualifying that usefulness. Storybooks do not automatically create interactive learning. Their pedagogical value depends on how teachers organize interaction before, during, and after storytelling. Previous studies have discussed storybooks, shared book reading, and dialogic reading as media for language development, early literacy, oral language, vocabulary learning, moral learning, and character formation (Grolig et al., 2020; Mol et al., 2009; Pillinger & Vardy, 2022; Whitehurst & Lonigan, 1998). The case of Tadika Alfikh Orchadch shows that the presence of storybooks in the classroom needs to be accompanied by planned interaction,

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follow-up activities, and structured institutional support if storybook use is to develop into interactive storytelling.

D. Conclusion

This study found that storybook use at Tadika Alfikh Orchadch had begun to move from read-aloud practice toward interactive storytelling, although the shift remained incomplete. Teachers used storybooks to attract children's attention, introduce vocabulary, convey simple moral messages, and create an enjoyable classroom atmosphere through reading aloud, showing pictures, using voice intonation, asking simple questions, and connecting story content with children's daily experiences. However, more participatory activities, such as discussing characters, predicting story events, role-play, drawing story content, and retelling stories in children's own words, had not yet become regular classroom practices. This indicates that storybooks had created initial opportunities for language stimulation and the introduction of simple moral values, but their potential for broader socio-emotional, cognitive, and creative engagement had not been fully developed.

The main obstacles were limited teacher skills in designing follow-up activities, children's short attention span, limited classroom time, and insufficient variety of storybooks. Teachers and the institution had made initial efforts through expressive reading, simple questioning, daily-life connections, classroom media, and support for storybook use, but these efforts still need to be strengthened through more structured teacher guidance, additional storybook collections, accessible reading corners, and practical storytelling guidelines. This study contributes to early childhood pedagogy by showing that the value of storybooks depends on how teachers organize interaction before, during, and after storytelling, not merely on the presence of the books themselves. Since this study was limited to one institution and did not measure children's developmental outcomes directly, future studies may involve several institutions, compare different storytelling strategies, or use developmental assessment instruments to examine how interactive storytelling contributes to children's language, socio-emotional, cognitive, and creative development.

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