

THE IMPORTANCE OF CLASSROOM INTERACTION IN THE TEACHING OF READING IN JUNIOR HIGH SCHOOL

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Abstract

Interaction is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners' communicative. It tells how the students have interaction among them and teacher even with the whole class. The aim of this study is giving the teacher some suggestions to achieve classroom interaction in the teaching reading. It offers some strategies to improve the interaction in the classroom. Then it can be applied in the teaching of reading. Several previous studies about classroom interaction which is show the different outcome happen. Several studies show that classroom interaction is important in the teaching learning process. Some studies show that the students' interaction happens in the classroom. By using classroom interaction, the students are more active in the learning process. The result of the study concludes that classroom interaction has important role in the teaching and learning process.

Key word: Classroom, Interaction, Teaching Reading

INTRODUCTION

Interaction between teacher and students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process. Ellis (1990) stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Moreover, Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation.

According to the regulation of the Ministry of Education number 23, 2016 about standard of assessment, learning is the process of interaction among learners, between

learners and teachers and learning source in the learning environment. So because of it the classroom interaction is needed. By interacting other learners and the teacher, learners will increase their language skill and social skill. It is important role of the teacher to make the teaching and learning process by designing the plan well.

TEACHING READING

According to Urquhart and Weir (cited in Grabe, 2010), reading is the process of receiving and interpreting information encoded in language form via the medium of print. Grabe also state that reading is an interactive process in two ways. They are pattern of parallel interaction and also the interaction between the reader and the writer. Meanwhile, Carrel et al. (1988) define reading as an ‘interactive process’ where readers employ their background knowledge and past experience to make sense of the text.

Snow (2002) states reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In the comprehension there are three elements. They are the reader who is doing the comprehending, the text is to be comprehended and the activity in which comprehension is a part. It adds in the sociocultural context which mediates students’ experiences and vice versa.

Urquhart and Weir (1998: 22) have tried to give a precise, shortcut and acceptable definition of reading after observing and analyzing the definition of others. According to them, reading “is the process of receiving and interpreting information encoded in language form via the medium of print.” Goodman (1977) and others posited a psycholinguistic view of reading in which reading is viewed as an interactive process between language and thought. According to Hughes (2016) “Reading is an interactive, problem-solving process of making meaning from texts.” Thus, reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated.

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience (Mikulecky, 2016).

Reading is one of important skill in English. By reading, the window of the world will be opened. Reading is the process results from a negotiation of meaning between the text and its reader (Swaffar, 2016). Reading is an *interactive process* (Birch, 2007; Rumelhart, 1980)

that takes place between the text and the reader's processing strategies and background knowledge in.

The micro and macro teaching for reading comprehension by Brown (2015), to make the learners become efficient readers as follows:

Micro and Macroskills for Reading Comprehension

Microskills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short term memory.
3. Comprehend written language at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (noun, verbs, etc.), system (e.g. tense, agreement, pluralization), pattern, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.

Macroskills

7. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.
8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written texts, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meaning.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of texts.

CLASSROOM INTERACTION

Teaching is interactive act, whereas interaction is the communication among teacher and students which run continuously as responsive acts. Tickoo (2009) stated that in classroom interaction and classroom activities, a productive class hour can be described as follows:

1. The teacher interacts with the whole class.

2. The teacher interacts with a group, a pair or an individual pupil.
3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

In terms of the language learning Flanders and Moskowitz (cited in Brown, 2001) categorized the language activities in the classroom into 2 categories, namely teacher-talk and student-talk. The foreign language interaction (FLINT) model adapted from Flanders and Moskowitz (cited in Brown, 2001:170)

Teacher talk	
Indirect influence	Direct influence
<ol style="list-style-type: none"> 1. Deals with feelings: in a non-threatening way, accepting, discussing, refereeing to or communicating understanding of past, present or future feelings of students. 2. Praises or encourages: praising, complimenting, telling students why, what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that their answers are correct. 2.a. jokes: intentional joking, kidding,, making puns, attempting to be humorous, providing the joking is not at anyone expense. (unintentional humour is not included in this category) 3. Uses ideas of students: clarifying, using interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being students' contributions. 3.a. repeats students response verbatim: Repeating the exact words of students after they participate. 4. Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category) 	<ol style="list-style-type: none"> 5. Gives information: giving information facts, own opinion or ideas: lecturing or asking rhetorical questions. 5.a. correct without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism. 6. Give direction: giving directions, requests or commands that the students are expected to follow; directing various drills; facilitating whole class and small group activity. 7. Criticizes student behaviour: rejecting the behaviour of the student; trying to change the non-acceptable behaviour; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing. 7.a. telling the students his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonations.
Students Talk	
<ol style="list-style-type: none"> 8. Student response, specific: responding to the teacher within a specific an limited range of available or previously practiced answers. Reading aloud, dictation, and drills. 9. Student response, open-ended or student-initiated: responding to the teacher with 	

<p>students' own ideas, opinions, reactions, and feelings. Giving none from among many possible answers that have been previously practiced but form among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.</p>
<p>10. Silence: pauses in the interaction. Periods of quite during which there is no verbal interaction. 10.a. silence-A V: silence in the interaction during which a piece of audio visual equipment, e.g. tape recorder, filmstrip projector, record player, etc., is being used to communicate.</p> <p>11. Confusion, work-oriented: more than more one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond,, concerned with the task at hand 11.a. confusion, non-work-oriented: more than one person at a time talking so the interaction cannot be recorded. Student out of order, not behaving as the teacher wishes, not concerned with the task at hand.</p>
<p>12. Laughter: laughing and giggling by the class, individuals and/or the teacher. 13. Use the native language: use of the native language by the teacher or the students. This category is always combined with one of the categories from 1 to 9. Nonverbal: gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of the teacher or students behaviour.</p>

Interaction is the centre of communication. The central goal of foreign language learning in oral or written is communication. Among learners, learner and teacher, teacher and learner need to cooperate and interact. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987)

At least five factors should take in to account in making classroom interaction interactive (Gebhard, 1998)

1. Reduce the central position of the teacher
2. Appreciate the uniqueness of individuals
3. Provide chances for students to express themselves in meaningful ways
4. Give opportunities for students to negotiate meaning with each other and the teacher
5. Give students choices as to what they want to say, to whom they want to say it, and how they want to say it

STRATEGIES OF PROMOTING CLASSROOM INTERACTION

Jia (2013) found that there are five strategies of promoting classroom interaction. They are as follows:

- a. Improving Questioning Strategies

The attention of the teacher to the learners can activate the teacher-learner interaction. The teacher should ask the question that can be answered by the learners then the teacher adapt his questions to the levels or abilities of the learners.

b. Attending to Learners' Linguistic Level

The activities should offer different language level to different learners. The used material reflects the unique needs of those learners at the level they have reached.

c. Implementing Cooperative Learning

Working cooperatively can help development of learner's social skills. Cooperative learning means that every member of the group is included and differences among group member are resolved by the group members.

d. Building Positive Teacher-Learner Rapport

Mutual respect between teacher and learners is essential part of education. The dynamic qualities of classroom learning need the responsible from both of teacher and learner.

e. Reducing Classroom Anxiety

The teacher helps the learners to boost their self-esteem and self-confidence and create comfortable and non-threatening environment.

Papaja (2011) conducted a study for a period of one school year in a secondary school in Krakow to the geography, biology and mathematics were offered in English. The result showed that all of the basic types of classroom interaction in Van Lier occurred. Meanwhile, the function of interactions cannot be noticed in CLIL. Choudhury (2005) conducted a study about Interaction in Second Language Classroom. The subject was some researcher's view about how interaction takes place in a second language classroom and its importance. The result showed that making learners actively participate as much as possible cannot be universally right, as not all learners learn best in the same way.

Bailey (1974) conducted a study of classroom interaction pattern from student teaching to independent classroom teaching. The subjects of this study were nine teachers who were selected from 30 randomly selected secondary social studies teachers graduating from the University of Nebraska. The study found that first, interaction pattern of the nine teachers changed significantly after two years of independent classroom experience. Second, increased direct influence behaviours revealed that the majority of teachers became more indirect in their teaching style during independent classroom teaching.

Rafieerad and Rashidi (2010) conducted a study about analysing Pattern of classroom interaction in EFL classrooms in Iran. The subjects of this study were 16 teacher, 8 female and 8 male, teaching at intermediate level (lower and upper) in Zhiraz University Language Center and Bahar Language Institute. They found that even the classroom discourse follow the IRF pattern, the teacher dominated a high portion of classroom talk, the students did the exchange to the teacher and follow up their teacher responses to their questions which showed the students teacher talk in an IRF pattern.

CLASSROOM INTERACTION IN INDONESIA

A study conducted by Pujiastuti (2013), aimed to investigate classroom interaction: an analysis of teacher talk and student talk in English for young learners (EYL). This research is conducted to an English teacher for young learners and her 15 students in one private primary school in Bandung. The result of this study showed that the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behaviour and accepting filling, even though, *giving direction and lecturing* is the most frequently categories among all.

The other study came from Nambiar, Ibrahim, and Rido (2014) who conducted a study to investigating EFL master Teacher's classroom interaction strategies: a case study in Indonesian secondary vocational school. The subject of the study was a master teacher who have attended a master colloquium and been awarded a professional certificate from the ministry of education and culture republic of Indonesia. He/she also had 10 years teaching experiences and is recommended by the principal or his/ her fellow teacher and agreed to participate in the study. The result showed that the master teacher used four types of interaction strategies such as control of interaction or interaction management, elicitation or questioning , speech modification or feedback, and repairing or error treatment strategies. Those strategies were able to promote interactive learning.

Kasim (2004) conducted a study about classroom interaction in the English department speaking class at State University of Malang. The subjects of the study were the teacher and students who were taking speaking II class at the English department of state university of Malang. The result of the study showed that classroom interaction is the realization of a lesson which is organized in patterns of classroom interaction. The most dominant pattern is students-students classroom interaction. Nine strategies are used by the teacher and ten strategies used by the students.

CONCLUSION

This article has summarized some of the results of studies in order to see classroom interaction. Interaction is needed in a classroom. The effective interaction which happens in the classroom can increase students' language performance. Not only students get the impact of the importance of good interaction but the teacher can also improve their teaching and learning process in the classroom. Some of the previous research had given reflection that interaction can engage the students' participation in the classroom by using the suitable teachers' talk. It can be concluded that classroom interaction is beneficial in the teaching and learning process. This article is intended to give additional information of classroom interaction. It is hoped that this article can give more suggestion to increase the teacher-students, students-student, students-teachers' interaction in the classroom so the teaching and learning process can be effective.

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