

JURNAL

**CLASSROOM INTERACTION IN TEACHING READING
AT JUNIOR HIGH SCHOOL 3 KEDIRI IN THE ACADEMIC YEAR
2016/2017**



By:

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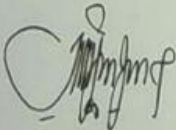
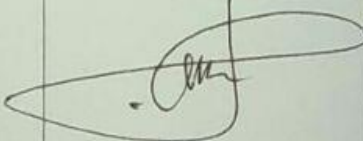

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ABSTRACT

In the teaching learning process teacher has responsibility to conduct the communicative interactive class. Interaction is one of the way in teaching learning process become interactive, also the role of the teacher that should stimulate the students to be active and share their opinions to their friends, especially in reading class to comprehend the text the students needs an interaction. The purpose of this research were : 1) To describe the type of classroom interactions applied by the teacher in teaching reading, 2) To describe the roles of the teacher in classroom interactions in teaching reading. The research design in this study was descriptive qualitative approach. The research subject is one of English teacher's and all of students in 7i class of Junior high school. The process of collecting the data conducted on 27th April. Techniques of collecting the data were observation and interview. The process of analyzing the data using four stages; data collection, data reduction, data display, and conclusion and verification. The findings of the research showed that the teacher applied teacher whole class, teacher a group of students, student-students, students-students interaction. The role of the teacher in teaching reading were overseer, instructor, consultant, and co-communicator. It can be concluded that the class was communicative. The researcher suggest the teacher to give direction to the students in discussion activity.

KEYWORDS :Reading, Classroom Interaction.

I. INTRODUCTION

Reading is an important part of education, especially in learning English. One of the importance's reflected from the activity in which, Both the teacher and students need reading to comprehend such kinds of materials in order to get what they want to learn and find. Beside it has importance, Reading also has many functions that make the students get many advantages. Nation (2009:6) argues that through reading the students can find much information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.

Despite its functions and importance's, especially related to their study, infact, many students do not have sufficient motivation to read many of them think that reading a book is boring, they rarely read the books to get information about their subject, and they prefer to read a message from their cellular phone. Reading is also not interesting in the students' mind set. They often get difficulty to interpret the writer's purpose, message, or others. As a teacher, encouraging the students to have a high motivation to read such kinds of text or even materials is very challenging. The teacher should take a role as motivator as well as controller in order to make sure the students that reading is fun.

In teaching learning process, classroom interaction is also important to make the positive classroom environment and school interaction in order to make the students identify the text easily. Most of teachers think that classroom interaction focuses only on productive skill such as speaking and writing, which causes them need to give feedback to the students' work. However, classroom interaction can be applied in teaching receptive skill (reading and listening). For example in reading section, when teacher introduce the new vocabulary and the students do not care with the subject, the teacher should control them by reminding them to keep silent and focus to their subject. By doing this, it is expected to the students will get new knowledge and they can speak up at the end of the subject for asking something or share their feeling. Thus, the students will be active, and then the class will be under control.

Based on Chrisstenbury and Kelly as cited in Brown (2001:166) stated, "One of the best ways to develop teacher's role as an initiator and sustainers of interaction is to develop repertoire of questioning strategy". It can be concluded that teacher has many roles that have to be applied in the classroom.

It is similiar to Choudhury's study (2005) entitled "Interaction In Second Language Classrooms", it stated that how

to determine learning opportunities to what the learners get. Teachers and learners together are the contributing source in managing the classroom interaction and at the same time managing these learning opportunities. From the research findings, it occurred that making learners actively participate as much as possible cannot be universally right, as not all learners learn best in the same way.

Based on the explanation above, the researcher formulated three questions dealing with research problem which should be examined in this research they are as follows:

1. What are the types of classroom interactions are applied by the teacher in teaching reading at SMPN 3 KEDIRI 2016/2017?
2. What is the role of the teacher in classroom interaction in teaching reading at SMPN 3 KEDIRI 2016/2017?

II. RESEARCH METHOD

This study used Qualitative approach in gathering data of the research. Then for the design the researcher uses case study. It is because the researcher wants to identify the types of classroom interactions, the way how to applied it and the role of the teacher used which are only could be presented through description.

The researcher in this study is the key instrument of the research. In this research, the researcher was the participant. Stainback cited in Sugiyono (2012:311) divided kinds of participant who observation into four stages. Those are passive participation, moderate participation, active participation, and complete participation. The role of the researcher in this research is passive participation which observed the subject of the research and collected the data during teaching-learning process naturally. Her attendance was not known by the subject of the research.. Beside that, the researcher also designs the instrument or tool for the research.

For collecting the data, the researcher used observation and interview. Then on the observation. After the data had been collected, then the researcher analyzed it through three stages. They were: (1) organizing and familiarizing, (2) coding and reducing, and (3) interpreting and representing.

In order to check the validity of the data, the researcher used triangulation based on the types of data which consisted of observational, field notes, and interview.

This research was taken place in Junior High School 3 Kediri on the even semester with the subject was an English teacher on the seventh grade. The reason why the researcher interested with this

teacher was because this teacher in her teaching used questioning strategies. Thus, she had taught over 10 years and had a lot of achievement such as designing book, and writing in educational journal.

III. FINDING AND DISCUSSION

Based on the result of the research the findings were finding out about the types of classroom interaction, the way the teacher applied and the role of the teacher in reading class.

The researcher did the observation on the first day when the teacher taught about descriptive text in reading comprehension class. It was done to observe and find out types of classroom interaction, the way the teacher applied and the role of the teacher. Then for the second day, the researcher did the interview with the teacher to complete the data. It was also done to support the research data that taken from the observation.

First finding was for identifying the types of classroom interaction that appears in reading class. It shown that the types of the classroom interaction that applied are teacher whole class, teacher a group o students, student-student, students-students interaction. The way how the teacher applied was using IRF pattern those are initiate by asking some question and response from the students and then respond from the teacher. About the role of the teacher there are four out five that

applied by the teacher, they are overseer, instructor, consultant, and co-communicator. The description of the findings will be explained bellow:

First, types of classroom interaction which applied were teacher whole class. The teacher start the teaching learning process by giving a worksheet of the material that would be discussed in this meeting, each worksheet for two students which can predict it would be small group discussion. She greeted the students by asking some question like “Hallo, good morning students. How are you?” than the students answered “I’m fine, thank you”.

Based on the observation checklist that done by the researcher the teacher stimulate the students to talk and the classroom interaction is controlled by the teacher such as when the teacher greet, asking a question and giving feedback. Then the students respond to the teachers’ question by share their idea like “I’m fine, it’s beautiful, long hair, black hair”. When the teacher giving the stimulus by asking question orally to make the students active “what else ?, anyone else ?, what color?, Is a black ?, Is she good looking ?, Do you know good looking?, What is good looking ?”

The next type of classroom interaction that found by the researcher was teacher a group of students. The teacher help the students who do not understand yet about

the material when she is go around in the classroom by asking question “have you done ?”, the teacher will know which students is getting difficult or not from the students answer, from another side the teacher already know well about her students ability

The third type of classroom interaction found by the researcher was student-student this interaction is build when the students exchange the information and ideas about the materials that they get. The students who do not understand yet at the materials can ask other students to answer or help them in understanding the material.

The last type of classroom interaction is students-students that applied by the students. In this type the students feel freedom to talk at each other. When the teacher asked the students to do the task on task five. “Find adjective word from the text above! Adjective itu kata apa ?” the students answered “kata sifat” then the teacher give the feedback “kata sifatnya, Good. Oke yo task five”. For the lower students also ask his friend that he do not know. “kata sifat I seng piye ?” then his friend answer “yoi ki lho beautiful, friendly”, “woalah iyo suwunya”.

There are four roles of the teacher applied by the teacher at the reading class. First, overseer in this role the teacher controlled the classroom during te learning process when she remind one of the

students that make the classroom crowded. Then, the teacher as instructor teacher always introduces the new word in the text before the student do the task. For example, “number one, orally do you know orally ? secara lisanya”. Next, consultant can be evidenced when the teacher go around to the class to asked students difficult so she will help her students. Last, co-communicator in this role the teacher let the students to discuss because she sure that by discussion the students will interact each other and will enjoy to share their own idea.

In summary in the teaching learning process at reading comprehension class in 7i of junior high school 3 Kediri the most commonly type of classroom interaction which occured was teacher-whole class. This finding was in line with the previous study finding that conducted by Suryati (2015) about classroom interaction applied by 18 teachers were observed in lower secondary Malang which show that show teachers spent 93% of their teaching time for teacher-student interaction and 7% for student-student interaction.

In the first role applied by the teacher was overseer which occured when the teacher controlled the classroom condition at the beginning. She reminds one of the students that busy with their friend. This findings was in line with Brown theory (2001:166) which stated the roles of the

interactive teacher. One of them is controller in this role the teacher determine what the students do, when they should speaks, and what language forms they should use.

Then, the second role applied was instructor in this role the teacher introduce the new materials at the whilst teaching it seems like to stimulate the students enlarge their opinions. Harmer (2001:213) also mentioned the roles of the teacher in intensive reading class. There are four roles that can be applied by the teacher those are First, Organizer is when the teacher explained to the students exactly what their reading purpose is, and give the students clear instructions about how to achieve it, then how long they have to do it.

Third, the teacher also become consultant by moving around the class to monitor the students. In addition she gave a suggestions to one of the students to sat in the front. This findings supported by Brown (2001:168) that argued the interactive teacher should available for advised and counsel when the students seeks, it calls resources role.

Thw last role, was co-communicator this role happened when the teacher let the students to discuss with their friend about the materials, then she asked the students to read aloud then explain to their friends about the difficult word.

IV. CONCLUSION

From the statement above, it can be concluded that the teacher have to monitor students' activity because there are some students that do not interact with their friend, so the teacher has to help the students to be active, because at the fact there are some of them who lack of self-confident and motivation to speak up so they just keep silent at the discussion section.

V. SUGESSTION

Based on the research findings, the researcher would like to give some suggestions in the teaching learning process especially in the classroom interaction and role of the teacher. The teacher should monitor the students so the teacher know the mistakes that made by the students and correct it. The teacher should give the independet question for the passive students.

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