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Teachers' Instructional Interaction in an Inclusive Classroom: Interaction Between General Teacher and Special Assistant Teacher

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ABSTRACT

The purpose of this study was to determine the categories of instructional interaction, the basic patterns of instructional interactions, and the functions of the basic model of instructional interaction that occurs between the English teacher (ET) and the special assistant teacher (SAT) to help the slow learner student (SLS), in terms of instructional interaction that occurs between two teachers in an English lesson. The researchers used single-case study method research. Data were collected through observation, as well as through semi-structured interviews with the two teachers. Findings from this study indicate that the category of instructional interaction that occurs between the two consists of academic and non-academic interactions. The instructional interaction basic patterns that are formed between ET and SAT in academic interaction are initiate-response-follow-up (IRF) and initiate-response (IR). The function of the basic pattern of academic interactions is to inform delegation of academic tasks from ET to SAT and to help SLS perform academic assignments. The instructional interaction basic pattern of non-academic interaction is initiate-response (IR). The function of the basic pattern of non-academic interactions is to enhance the provision of non-academic assistance from SAT to SLS, such as motivating, and focusing on learning. If instructional interactions between ET and SAT have not been carried out optimally, then the collaboration has not been well planned.

Keywords: Instructional interaction; general teacher; special assistant teacher; inclusive classroom

INTRODUCTION

Inclusive education in Indonesia has been in effect since many researchers piloted it for three years from 1998 to 2001. The results of the government study showed a need for the development of inclusive education as a form of education for all. Numerous studies conducted around the world have illustrated that inclusive education emphasizes the differences, diversity, and specific peculiarities of each child without discrimination or judgment. As a result, the establishment of inclusive education in Indonesia is still being developed; yet many problems continue to appear in its implementation. For example, only 814 schools had organized inclusive education by 2008 whereas the number of students identified as having disabilities numbered 15.181 (Education and Culture Ministry of the Republic of Indonesia, 2011). This number increased in 2011 to 9.957.600 children with category disabilities and 1.185.560 with unique and exceptional individual intelligence (Empowerment Women and Child Protection Ministry of the Republic of Indonesia, 2013). Though more recent data on the number of schools and the number of students with special needs is not yet available, every year the number of students identified with special needs increases.

In addition to physical infrastructure (such as the availability of classrooms and the presence of adequate room facilities) the curriculum, environment, and teacher quality also determine the success of the inclusive school. The teacher's role becomes one of the main determinants in the implementation of learning in inclusive classrooms because, in these classrooms, all students should be able to learn according to their ability -- especially students with special needs who require specialized handling of behavior and engagement in learning (Niesyn, 2009). Therefore, educators (such as classroom teachers, subject teachers, special teachers) should help each other by working together (Borko, 2004; Harrison & Killon 2007; Lindstrom & Speck, 2004) to focus on problem-solving (Hehir & Katzman, 2012; McLeskey et al, 2012) and cooperate in providing useful and practical interventions (Hoover & Patton, 2008; Simonsen et al, 2010). Through collaboration, teachers can assist one another (Evans & Weiss, 2014), and accommodate learning and support services for all students (Devecchia, Dettorib, Dovestona, Sedgwicka, & Jamenta, 2012). Collaboration between teachers dramatically affects the efficacy of inclusive classrooms (Hines, 2008; Sileo, 2011; Hang, and Rabren 2009; Murawski, and Lochner, 2010; Scruggs, et al., 2007; Solis, et al, 2012; Basham, et al 2010; Murawski, & Hughes, 2009) and can reduce the difficulty levels and even physical danger in the learning environment. Within this collaboration, the expected roles of both teachers must be better understood for inclusive education to be improved.

One of the teacher's roles in the instructional process, which leads to the success of the instructional process is communication in the form of interaction between general teachers and special education teachers in inclusive classrooms. Interaction is a fundamental objective as it involves fulfilling academic and non-academic achievements of students with special needs. Progress achieved by said students in the instructional process is a collaboration in the planning, implementation, and evaluation process. Good interaction between the two teachers provides an indicator of the effectiveness of instructions in inclusive classrooms. Today's research states that effectiveness in inclusive classroom learning refers to providing learning opportunities, giving sufficient time to interact, increases students' cognitive understanding and involvement through differences in instructional interaction patterns, teacher beliefs, and attitudes toward students (Jordan & Stanovich, 2001). Focusing on the importance of interaction aims to provide meaningful lessons to all students in an inclusive environment (Robinson & Myck-Wayne, 2016). If teachers can collaborate and interact well, then the instructional practice in inclusive classrooms will be effective and bring good results for all students.

Some issues however have been raised concerning the role of instructional interaction of general and special teachers alike (Blanton, et al., 2011). Until now, teachers in inclusive classrooms in Indonesia have not been adequately qualified for their new duties. General teachers are reluctant to learn how to perform continuous learning for children with special needs through collaboration with other teachers (Rudiyati, 2011). The lack of interaction in the instructional process occurred because most general teachers felt that their primary responsibility was to guide public students, leaving the students with disabilities as the sole responsibility of the special assistant teachers. General teachers did not believe they had the knowledge, skills, or adequate experience to work with students with special needs, so they delegated that responsibility to special assistant teachers. The issue of determining the interaction between general teachers and special teachers when guiding students with special needs is explained in Figure 1 below. Figure 1 is a profile of instructional interactions as a description of transactional events occurring between general teachers and special teachers in inclusive instructional classrooms. Interaction is initiated by both teachers, which implies a basic pattern of instructional interactions.

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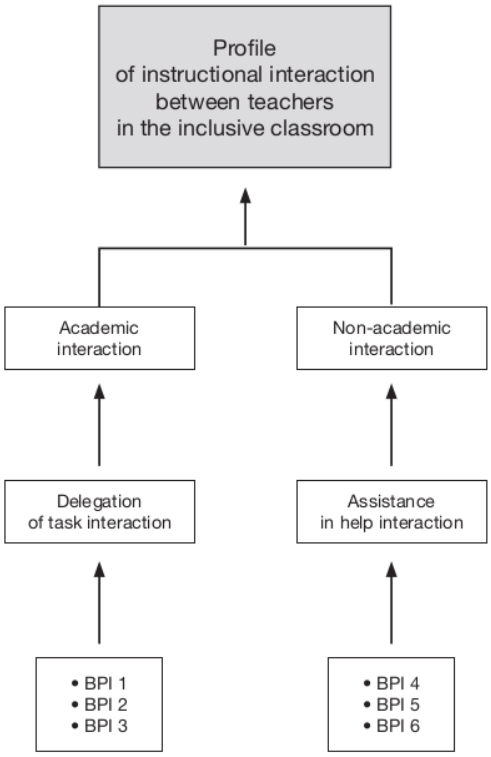

NOTES:

BPI 1: ET gives statements to SAT and SAT gives a response to ET and ET asks SAT

BPI 2: ET asks SAT and SAT gives a response to ET and ET gives an explanation to SAT

BPI 3: SAT asks ET and ET gives a response

BPI 4: ET asks SAT and SAT gives a response to ET

BPI 5: ET gives statements to SAT and SAT gives a response to ET

BPI 6: SAT gives a statement to ET and ET gives a response to SAT

Figure 1. **Profile of instructional interaction between teachers in the inclusive classroom**

The purpose of this study was to determine the category of instructional interaction and the basic pattern thereof. Additionally, this study focuses on the functions of the basic model of instructional interaction that occurs between the general teacher and the special assistant teacher in inclusive classrooms. The research question can be formulated as follows:

1. **What is the category of interaction that occurs between English teachers (ET) special assistant teachers (SAT) to help the slow-learning students (SLS) in an English lesson, within the inclusive classroom?**

2. **What are the basic pattern of instructional interaction and the function of the basic model of instructional interaction between ET and SAT in an inclusive English classroom?**

METHODS

The approach used in this study is qualitative and utilizes a single case study research method. This method was chosen because the number of participants involved in this study amounted to two English teachers and two special assistant teachers. Additionally, this approach and method have been widely used in several disciplines such as the psychology of education, special education, physical therapy, and school psychology to study the effects of previously developed interventions (Moeller, Dattilo & Rusch, 2015). The single case study focuses on the individual with the data obtained from the person's life experiences (Horner et al., 2005). Furthermore, it can be conducted with a relatively small number of participants (Kennedy, 2005), usually between three and ten (Horner et al., 2005; Kazdin 2011; Kennedy, 2005). The study uses the single case research method to illustrate the interaction between the general teacher and the special assistant teacher during the process of teaching English within a period of four months. This study uses observations, interviews, and photos taken during this period. Observation activities are conducted during the interaction between the two teachers and the special needs student. and supplemented by image capturing while learning is taking place. Interviews were conducted with both teachers using a semi-structured format developed from the content of previously held interviews, which helps to customize the context of the interviews in order to support data collection. To increase the credibility of the research results, some triangulation of data sources related to the topic of study (such as expert inclusive classroom, learning specialists, and experts in the English language) has been performed. Additionally, member checks were used with participant teachers to confirm data collection. This analysis was presented in a descriptive form, and the results were expressed in abstracted qualitative terms.

Participants

Study participants came from three inclusive elementary schools in West Java, Indonesia. Participants were three fe-

male English teachers with an average teaching experience of five to seven years and three special assistant teachers with three years of experience. The English teacher is a primary general teacher, who teaches English content, while the special assistant teacher helps the English teacher interact with the nine special needs student in the study. The individual needs student displays the characteristics of a slow learner, based on the results of a recent IQ test. The student's IQ is approximately 75-85, and he or she displays low academic motivation, as well as a lack of focus in regards to learning.

Setting and Materials

The study took place in three inclusive primary schools, in West Java, Indonesia. The schools offer facilities and infrastructure adequate to the requirements of inclusive education. Each class is equipped with a projector, computer, and whiteboard. The study was conducted on the English level, in one class in each of the schools, taught by one English teacher and one assistant teacher. The number of teachers involved in the study amounted to three English teachers and three special assistant teachers. The learning sessions lasted one hour. Lesson activities were conducted individually, classically as well as in small groups or large groups, depending on the plans made by the previous English teacher. The materials used were English textbooks, worksheets created by English teachers, documents downloaded from the internet, and exercise books. The topics taught in class included the topics of Hobby, Calendar, Toys and Games, Shopping, Fruits, Vegetables, and At the Park.

Data Collection

Research data collection techniques included observations, interviews, and photos. The evaluations were conducted to observe the interactions between the English teachers and special assistant teachers that assisted slow learner students in their English lessons. The face-to-face interviews were conducted with both teachers, the questions concerning the interactions that take place during the learning process. Primary data for this empirical study consisted of video and audio recordings that focused on the interactions between the two teachers during the learning process. Two cameras were employed during the study; one stationary camera, permanently located in the classroom to observe learning activities and another camera that followed the teachers.

Additionally, a portable audio recorder was given to the English teacher to record some of the interactions occurring during the research process. Field notes were used to collect research data illustrating the empirical facts of every instructional interaction between ET and SAT such as statements, conversations, in-depth interviews, and document analysis. By using a data collection model that combined field notes, researcher reflections, and covered terms, the researcher was able to find a common theme of the interaction in learning (Jamaris & Hartati, 2017).

Data Analysis

The first step of performing data analysis is making transcripts from observation data and interviews. In the interview results, the following steps were taken: (1) reviewing interview records that determined the phrases related to the most commonly mentioned interactions, (2) finding and identifying phrases appropriate to the instructional interaction between English teachers and the special assistant teachers. For field note results, the steps were: (1) generating code from field notes in accordance with research questions (2), research codes recorded to identify any learning interactions that occur (3), finding and identifying interactions occurring between ET with SAT (4), determining the initiator of each instructional interaction pattern and the occurrence percentage.

The next step was performing the data analysis process. The researcher applied qualitative data analysis developed by Spradley (2016) and modified by Jamaris and Hartati (2017) with three-step analysis, that are: (1) thematic analysis of all participants which observes the learning activities related to the instructional interaction between teacher and student, making field notes, coding and interviewing with teachers and both students; (2) within-participant thematic analysis, identifying the general theme of each instructional interaction; (3) cross -participant analysis, determining the general issue of instructional interaction between the participants. The final stage of analyzing the instructional interaction is finding a cultural theme as a profile of instructional interaction in the inclusive classroom, through inductive analysis. The results of the process analysis are presented below:

Table 1. **The Qualitative Analysis Data Model**

INCLUDED TERM	SEMANTIC RELATIONS	COVER TERM
Delegation of tasks	is a kind of	Academic's interaction
Supporting help	is a kind of	Non-academic interaction

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Table 2. **Basic Patterns of Instructional Interaction and Average Frequencies for Academic Interaction**

BASIC PATTERNS OF INTERACTION	Initiator of interaction	Frequency of interaction	Category of interaction
1. ET gives statements to SAT and SAT gives a response to ET and ET asks SAT (BPI 1)	ET	36 times (52,94%)	Academic interaction
2. ET asks SAT and SAT gives a response to ET and ET gives an explanation to SAT (BPI 2)	ET	25 times (36.76%)	
3. SAT asks ET and ET gives a response (BPI 3)	SAT	7 times (10.3%)	
Total of interactions		68 times (100%)	

FINDINGS

In Table 2, the average frequency in academic interaction with task delegation function, the most common basic pattern of instructional interaction is—ET give statements to SAT- SAT respond- ET asks SAT—as many as 36 times or 52.94% compared to other basic patterns.
In Table 3, the average frequency in academic interaction with supporting help function, the most common basic pattern of instructional interaction is—ET asks SAT-SAT responds—as many as 16 times or 48.49% compared to other basic patterns.

DISCUSSION

The purpose of this study was to analyze the interaction of learning between the general teacher and the special assistant teacher or in this case, the English teacher (ET) with the special assistant teacher (SAT) to help the slow learner student (SLS) in the English lesson.

Category of instructional interaction

Based on the analysis of the instructional interaction profile, the interaction between ET and SAT is divided into two categories, namely academic interaction and non-academic interaction. The academic interaction is related to the interaction between ET and SAT in the context of the subject matter being taught by the ET to the students with special needs, such as ET asking SAT to reread the word in the textbook to the SLS, requesting the SAT to accompany the word with an image, asking SAT to teach SLS about the "noun words" and help write the word in the SLS notebook. While non-academic interaction is related to the interaction between ET and SAT personally outside of the context of the subject matter, such as when ET asks SAT for SLS to be able to sit with another schoolmate, asks SAT to check the SLS textbook, and or tells SAT to bring SLS to the library.

Academic interaction is more dominant than non-academic interaction referring to both categories. This condition occurs because ET wants SLS to receive the lessons according to his or her needs and difficulties. For that purpose, ET supports SAT so that the SLS can understand the lessons being delivered, and as such, the academic interaction is mostly concluded. While non-academic interaction is less common than academic interaction because ET assumes that the handling of SLS behavior and motivation is better performed by SAT. SAT is considered more understanding and knowledgeable of the characteri-

Table 3. **Basic Patterns of Instructional Interaction and Average Frequencies for Non-Academic Interaction**

BASIC PATTERNS OF INTERACTION	Initiator of interaction	Frequency of interaction	Category of interaction
1. ET asks SAT and SAT gives a response to ET (BPI 4)	ET	16 times (48.49%)	Non-academic
2. ET gives statements to SAT and SAT gives a response to ET (BPI 5)	ET	12 times (36.36%)	
3. SAT gives a statement to ET and ET gives a response to SAT (BPI 6)	SAT	5 times (15.15%)	
Total of interactions		33 times (100%)	

stics of SLS, compared with ET. The opinion of one ET on academic and non-academic interaction is:

> „I communicate and interact with the SAT more to ensure that the SLS understands the content of the subject matter, rather than asking questions outside of the lesson. In addition to the lessons, I sometimes ask SAT for help in handling the students' silent behavior and encouraging them to be active".

Meanwhile, the opinions of SAT relating to interactions with ET are shown in the statement below:

> „I ask more about the subject matter that must be learned by SLS, when in class than when do I have to ask SLS to focus on learning. Because sometimes I don't understand the subject matter that I have to explain to SLS"

Academic instructional interactions that are more dominant than non-academic interactions show that the positions of ET and SAT are not equal. Academic duties are still the most significant responsibility for ET, while non -academic ones are the responsibility of SAT. Although the division of functions is fundamental in the interaction between the two teachers, the two categories of interaction are shared responsibilities. SAT must understand the subject matter, while ET must also understand the characteristics of SLS. Until now, the fact is that in inclusive classrooms public teachers are responsible for curricula and teachers help explicitly students with special needs, especially related to modifications of said curricula (Keef & Moore (2004). This condition will have an impact on the quality of learning for SLS.

Learning interactions affect class quality significantly. Interaction between the general teachers and individual teachers are needed concerning the quality of the class and the description of the relationship between teachers, which will give positive results to students (Rimm-Kaufman, Curby, Grimm, Nathanson & Brock, 2009). For this reason, interaction and collaboration between the two teachers in both academic and non-academic settings are needed equally, with the same position or level in guiding students. Both general teachers and individual teachers have equal professional standards (Cipriano, Barnes, Bertoli, Flynn & Rivers, 2016). This is in line with Harris (2011) reasoning that special teachers do not only work on non-teaching activities, but also that special teachers work not only for students who have learning and behavioral problems (Giangreco, Edelman, Broer, & Doyle, 2001; Mueller, 2002), but also works on more complex and challenging tasks (Downing, Ryndak, & Clark, 2000, SI12). The impact of special teachers can optimally affect students with special needs (Tobin, 2006). Interaction must start before the learning process itself, and include making learning plans or IEPs for students with special needs or making learning assessments (Education & Culture Ministry of Indonesia, 2011).

The pattern and the function of instructional interaction between ET and SAT in inclusive English classrooms

Instructional interaction is an active and dynamic process in instructional activities in the classroom both verbally and non-verbally between ET and SAT. Instructional interactions consist of two categories, namely academic interactions derived from the basic patterns of interaction delegating tasks. Non-academic interactions originate from the basic patterns of support interactions.

The pattern of academic interaction

The model of academic interaction is an interaction formed from ET and SAT which consists of various conversations such as requesting SAT to repeat reading stories to SLS, asking to draw pictures on the board, asking to continue the story to SLS, talking about examples of sentences made with SLS, informing about vocabulary that SLS must learn. The basic pattern of interaction formed in academic interactions consists of three cases of basic models presented below:

Instructional Basic pattern 1: ET gives statements to SAT and SAT gives a response to ET, and ET asks SAT. ET initiates this basic pattern by providing a statement to SAT, followed by the SAT statement and questions given by ET to SAT. Examples of the interactions can be seen in the schema below:

> ET : „Mr. Sonny, today Sammy must learn about the market topic „ (Statement)
> SAT : „Okay, I'll open Sammy's textbook on the market chapter" (Response)
> ET : „Have you prepared the vocabulary that will be explained to Sammy? (Question)

Statement sentences used by ET at the beginning of the interaction ensured that SAT was ready to help SLS. The basic pattern of this interaction ensures ET gives information to SAT on the topic. This interaction pattern only shows the provision of information from ET to SAT and from SAT to ET. The basic pattern formed is the basic pattern of IRF (initiation-response-follow-up) (Abd-Kadir & Hardman, 2007; Owocki & Goodman, 2002). All initial

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initiation or information is more than an affirmation of information which then ends with a response in the form of a statement or answer from the initiation sentence, without any follow-up activities in the form of evaluation or feedback that is expected to be an evaluation material to determine the progress of SLS.

Instructional basic pattern 2: ET asks SAT and SAT gives a response to ET and ET gives an explanation to SAT. This basic pattern was initiated by ET in the form of question sentences to SAT, followed by SAT responses and ET gave statements to SAT. Examples of interactions that occur can be seen in the schema below:

ET : „What is the task of writing a story and how have you explained it to Sammy? (Question)

SAT : „I have explained a few steps so that Sammy can write a short story" (Response)

ET : „I think you should repeat the questions often to Sammy so that he understands better" (Explanation)

The basic pattern of interaction between ET to SAT has formed the interaction pattern of the IRF pattern (Sinclair & Coulthard, 1975; Lawrence, 2016)—initial-response-follow-up—ET initiates this or sometimes the IRE pattern (Mehan, 1979; (Rolin-Ianziti & Ord, 2016)—initial-response-evaluation. The basic model of interaction formed was launched by ET addressing the question sentence to SAT to ensure that the SAT had directed the task to SLS. The basic pattern of this interaction as a whole from initiation to follow-up ensures that SLS can do the jobs given by ET through SAT.

Instructional basic pattern 3: SAT asks ET and ET gives a response. This basic pattern is initiated by SAT in the form of a question sentence to ET and followed by ET to provide a statement. Examples of interactions that occur are presented below:

SAT: „Miss Jeanny, does Sammy have to make a short story with the same theme? (Question)

ET: „Yes, of course, Mr. Sonny. I hope you can explain it slowly, so Sammy can understand it more easily" (Response)

The basic pattern of interaction formed by initiation from SAT is an interaction that has an IR pattern (Initiation-Response). The basic model of interaction from initiation to response is given to ensure that the tasks that SAT must do to guide SLS are in accordance with the learning activities.

In general, the basic pattern of interaction functions are formed, both IRF and IR are still delegating tasks from ET to SAT. The interaction pattern initiated by ET and SAT is an affirmative interaction of assigning tasks from ET to SAT in almost every learning activity. A delegation of functions given by ET to SAT or from SAT to ET is still limited to the tasks that must be done. Most of the contents of the interactions that occurred indicate that the SAT only explains the functions that must be performed by SLS in learning activities. Whereas related to the explanation of the subject matter to SLS is still dominated by ET.

Interactions that occur during instructional activities between ET and SAT have not given SAT the opportunity to be able to explain the subject matter to SLS. The reason for this is because SAT does not yet understand the subject matter and as such ET's explanation still dominates the subject matter. The impact of this condition causes less than the maximum amount of material to be learned by SLS - with the limitations of SLS - in understanding the subject matter. ET has more duties in explaining the article, not only to SLS but also to all students. Of course, time constraints must be considered by ET, so that all students including SLS receive an adequate education. Meanwhile, the limitations of SLS that need to be covered in the learning and revision of subject matter when compared to other students will be taken into consideration when explaining the material for more extended periods of time.

It can be said that there is no effective interaction between ET and SAT in dealing with SLS, the role of ET is still very dominant compared to SAT, and good collaboration between ET and SAT has not been formed. Interaction is still limited to transferring regular teacher assignments to individual teachers. Whereas to achieve learning objectives especially for students with special needs, interaction, and collaboration between the two teachers are required at the same level. Giangreco et al., (1997) state that general teachers usually prefer to give the responsibility for students with special needs to exceptional teachers, but both teachers should have a similar role in improving the academic and social achievements of students with special needs. Special teachers should not only carry out the required tasks but also understand the material and changes to be taught to students with special needs. Teacher's ignorance especially in the field of content or subject matter is an impediment to improving the academic achievement of students with special needs which in turn lessens the role of special teachers and has an adverse impact on students. Most specialized teachers feel their role in the classroom is only additional because of their lack of knowledge of the content or subject mat-

ter being studied (Keefe & Moore, 2004), ignorance of prior experience, and the reluctance of general teachers to explain the material to special teachers which will have an impact on teachers and students (Howard & Ford, 2007). For this reason, collaboration is needed in implementing learning in inclusive classes.

The basic pattern of non-academic interactions

The basic pattern of non-academic interaction is the interaction that occurs between ET and SAT in instructional activities, such as interactions when ET asks SAT to focus, asks SAT to bring SLS to the library, and asks SAT to remind SLS to carry an English dictionary. Some patterns that are formed from non-academic interactions include:

Instructional basic pattern 4: ET asks SAT and SAT gives a response to ET. This basic pattern was initiated by ET who asked SAT and SAT responded to the questions given. Below is an example of the interactions that occurred:

ET: „Mr. Sonny, why Sammy can't focus on studying today? (Question)

SAT: „I will ask Sammy" (Response)

The basic pattern that is formed is an IR (initiate-response) pattern, which begins with questions and ends with answers by SAT. This pattern of interaction shows that ET wants to ensure that SAT has carried out his or her duties to SLS.

Instructional basic pattern 5: ET gives statements to SAT and SAT gives a response to ET. This basic pattern was initiated by ET in the form of a statement to SAT, which SAT responded to. The illustration below is one example of interaction:

ET: „Mr. Sonny, I hope you can remind Sammy not to disturb his friend" (Statement)

SAT: „Ok, Miss" (Response)

The basic pattern formed is an initiate-response IR pattern, which begins with a statement by ET to SAT. This interaction shows the request for assistance requested by ET to SAT.

Instructional basic pattern 6: SAT gives a statement to ET and ET gives a response to SAT. This basic pattern was initiated by SAT in the form of a statement to ET, which ET responded to. Examples of interactions can be seen below:

SAT: „Miss Jeanny, in fifteen minutes I'll take the SLS to the computer room" (Statement)

ET: „Okay then" (Response)

The basic pattern of learning interactions between ET and SAT is an initiate-response IR pattern. Interaction initiated by SAT aims to provide information to ET about activity outside of academic assignments carried out to SLS. The response was given by ET to SAT as a form of confirmation of activities that will be carried out by SAT.

In general, the basic pattern of learning interactions that occur between ET and SAT functions as information in order to help ET to guide SLS in a learning activity. Unlike academic interactions, non-academic interactions are still dominated by ET, although there are still many interactions initiated by SAT. This renders the task of guiding SLS responsibilities not yet on the same level when compared between general teachers and special teachers. For a special teacher who helps general teachers, effective collaboration is needed including collaboration in helping students with special needs not only in academics but also in non-academics (socials). Students with special needs need social skills in learning activities and require the guidance of both teachers so that student needs can be met. For this reason, responsibilities and obligations in achieving the social skills of students with special needs are the responsibility of the two teachers. Interaction and collaboration between the two are significant, not only in the learning process but before learning and until the evaluation of learning to measure the progress students with special needs have made.

The interaction between the two teachers can improve class quality not only for teachers but also for students by enhancing their academic, behavioral, and emotional attitudes (Cipriano et al., 2016). Through collaboration, all students will get mutual benefits (Mackey, 2014) enhancing the effectiveness of inclusive classes (Hehir & Katzman, 2012; McLeskey et al, 2012). This is in accordance with the rules for the implementation of the inclusive education of the Ministry of Education and Culture of the Republic of Indonesia (2011) that the duties and roles of teachers in inclusive classes, both regular and individual teachers, must cooperate with each other, collaborating specifically in helping students with special needs, starting from determining assessment, creating learning plans, compiling and providing services that are suitable for students with special needs, evaluating the student progress together. By continuing to understand the duties of each teacher, it is expected that the roles of the two teachers can be maximized, both teachers have the same value in carrying out these tasks, without undermining the position of SAT as the teacher who assists ET in handling SLS.

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CONCLUSION

From the results of this research, it can be concluded that the type of instructional interaction between ET as the primary teacher and SAT as an exceptional teacher, is divided into two categories of interactions, namely academic and non-academic interactions. Academic interaction is more frequently carried out by ET to SAT compared to non-academic interactions. The primary interaction pattern that is formed between ET and SAT in academic interactions is initiate-response-follow-up (IRF) and initiate-response (IR). The function of the basic model of academic interaction is to inform of the delegation of academic tasks from ET to SAT to help SLS complete academic assignments. The basic pattern of non-academic interaction is initiate-response (IR). The primary function of non-academic interactions is initiate-response (IR). The purpose of the basic model of non-academic interaction is to inform of the provision of non-academic assistance from SAT to SLS, such as motivating, helping them stay focused on learning. Instructional interactions between ET and SAT have not been carried out optimally; collaboration has not been well planned and the role of the two teachers is not at the same value in carrying out the task.

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