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Teacher-Students' Instructional Interactions Analysis (TSIIA)

A Case Study in Inclusive English Classrooms
in Indonesia

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Teacher-Students' Instructional Interactions Analysis (TSIIA): A Case Study in Inclusive English Classrooms in Indonesia

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Abstract: The aim of this study is to analyze the interactions comprising the category of instructional interaction, the basic patterns of instructional interaction, as well as the purpose of instructional interaction between English teachers (ET), typical students (TS), and slow learner students (SLS) during English lessons in an inclusive classroom at an Islamic Junior High School in West Java, Indonesia. Twenty-three grade nine students were observed; interviews were also conducted with the two teachers and several of the students using semi-structured interview guides in order to determine the category of instructional interaction. The results of this study depicted in the instructional interaction profile show that the instructional interaction category consists of three categories of interaction; namely, the interaction of ETs giving motivation to both student types, the delivery of subject matter, and the completion of tasks. The basic pattern of instructional interaction that is formed in addition to the basic patterns of initiation-response-feedback (IRF) or initiation-response-evaluation (IRE) was the pattern of initiation-demonstration-evaluation (IDE) interaction, which changed the paradigm of learning during English lessons from being primarily dominated by the teacher. The purpose of instructional interaction during English lessons in an inclusive classroom is to ensure all students have a positive attitude, enthusiasm, motivation, and high interest in learning. It is used to promote in-depth understanding of lessons, critical thinking to gain knowledge, and high academic and social ability.

Keywords: Teacher-Students' Instructional Interaction Analysis, English Lesson, Inclusive Classroom, Basic Pattern Interaction

Introduction

Modern constructivist and sociocultural methods to learning highlight the importance of useful psychological management by learners and interaction with others (Karpov and Haywood 1998; Cross 2012; Waring and Evans 2014). Currently, there is an essential form of knowledge that expresses the advantages of social interaction for learning in the form of inclusive instructional classrooms (Light and Littleton 1999; Joiner et al. 2000; Davis and Marone 2016). Because a class will have diversity in the characteristics of its learners, teachers are required to be able to set an interaction level that caters to all students so that instructional objectives can be achieved. Teachers have the persistent function of striving to understand the necessities of the students in a classroom, forming and preserving beneficial interactions in class, and assimilating students with special needs into classroom, school, and social life (Terpstra and Tamura 2008; Kraukle 2015; Efthymiou and Kington 2017). The study of teacher interactions in inclusive classrooms has looked at students' understandings of true or false concepts and at comprehending and boosting students' cognitive arrangements with the substance of a lesson (Jordan and Stanovich 2001; Qvortrup and Qvortrup 2017; Sucharita and Sujatha 2018), including academic achievement (Willson 1999), growing motivation and interest in learning (Chaudron 1988; Pearl and Christensen 2017), and the characteristics of both teacher and student performance in classrooms that support learning outcomes (Indoshi, Bett, and Odera 2009; Bottge, Cohen, and Choi 2018). Instructional interaction plays an essential role in learning, especially in language lessons. Effective instructional interaction can increase language learning

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quantity and quality. Such is the case even in classes that have different character types and learning styles (Indoshi, Bett, and Odera 2009; Shin et al. 2016). The success of instruction in an inclusive classroom using interaction during learning cannot be measured only by one part of the learning activity, such as the portion when the teacher explains the subject matter. Rather, its effectiveness or success must be considered from the initial interaction when instruction begins until the lesson ends. Many teachers are unaware of this and tend to underestimate the significance of interaction at the start of instruction and only focus on interactions that emphasize academic ability alone. However, the initial interaction when a teacher starts class can be the primary determinant for students to approach their lesson more enthusiastically by giving students the spirit to learn. This is especially the case in an inclusive classroom that requires massive and effective interaction in every instructional activity.

Furthermore, effective instructional interaction is not only initiated by the teacher during instruction; student involvement as initiators is also crucial to achieving learning objectives. The problem that still often occurs during the English instructional process is teacher dominance or teacher-centered interactions (Milal 2011; Indoshi, Bett, and Odera 2009; Faridi, Bahri, and Nurmasitah 2016), in which teachers are initiators from the beginning to the end of the learning process. Teachers spend most of their time lecturing in front of the classroom and barely have any meaningful interaction with students (Maulana et al. 2012; Sellmann, Liefländer, and Bogner 2015). Hen and Goroshit (2016) argued that to encourage successful classroom interaction, teachers should elude one-way ruling dialog, be supportive, and contemplate students' emotional variables. Teachers must understand the purpose of the interaction being performed with a student starting from the interaction at the beginning of the learning process to the end of the lesson and provide opportunities for all students in a conducive class so that students actively engage with teachers.

In terms of determining the connection between several variables, e.g. interactions between subject matter, motivation, and task completions, we have described them in Figure 1. Figure 1 is the profile of instructional interaction as a description of the transactional events between teachers and students in an instructional inclusive classroom, arranged by the instructional interaction patterns both initiated by teachers and students into patterns.

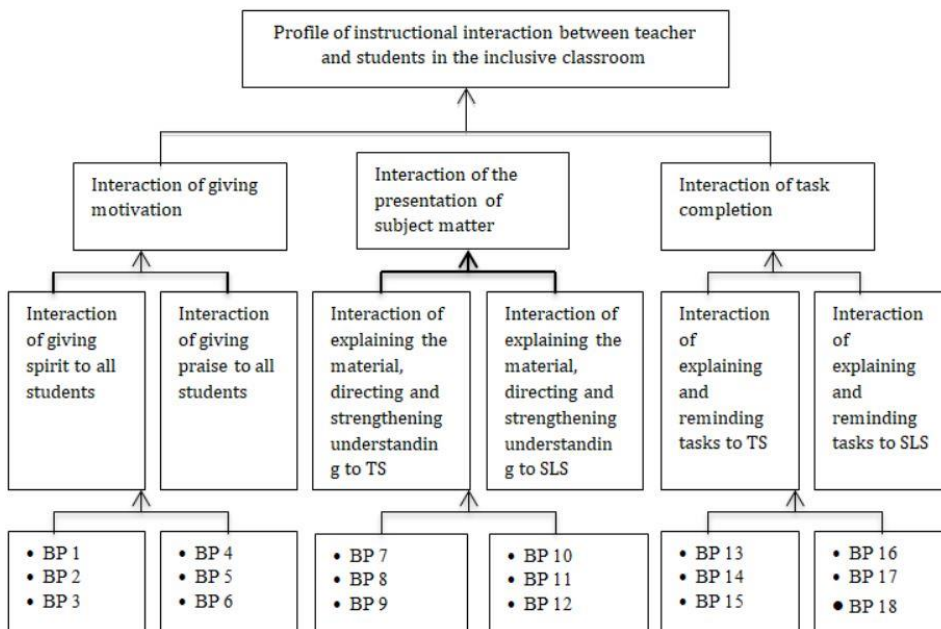


Figure 1: The Profile of Instructional Interaction between the Teacher and Students in the Inclusive Classroom

Source: Rasmitadila et al.

Notes:

- BP 1: Teacher asks- students and students give response- teacher and teacher asks again
 BP 2: Teacher gives statements and questions to- students and students give response- teacher and teacher asks students again
 BP 3: Students give statements- teacher and teacher gives response- students and students ask teacher again
 BP 4: Teacher asks- students and students give response- teacher and teacher asks again and gives praise to students
 BP 5: Teacher gives a statement and asks- students and students give response- teacher and teacher gives praise
 BP 6: Students ask- teacher and teacher gives response with giving praise to- students and students give statements
 BP 7: Teacher asks- students and student gives response- teacher and teacher gives explanation/statement
 BP 8: Teachers gives statement/explanation- student and students gives response- teacher and teacher asks students again
 BP 9: Students ask- teacher and teacher gives response- student and student asks teacher again
 BP 10: Teacher asks- students and students give response- teacher and teacher gives explanation/statement
 BP 11: Teacher gives a statement and question- students and students give response- teacher and teacher gives explanation
 BP 12: Students asks teacher- teacher gives response- student asks teacher again
 BP 13: Teachers give statement/question- student and students give response- teacher and teacher gives explanations to students again
 BP 14: Teacher asks- students and students give response- teacher and teacher gives explanation/statement
 BP 15: Students ask- teacher and teacher gives response- students and students ask to teacher again
 BP 16: Teachers give a statement and question- students and students give response- teacher and teacher gives explanation
 BP 17: Teacher asks- students and students give response- teacher and teacher gives explanation/statement
 BP 18: Students ask- teacher and teacher gives response- students and students asks teacher again

This study aims to analyze instructional interaction between English teachers (ET) with typical students (TS) and ETs with slow learner students (SLS) during English lessons from the beginning to the end of instruction. The profile consists of instructional interaction categories based on the basic pattern of instructional interaction and has the purpose of referring to the achievement of learning objectives. The interaction category is partly formed from the basic pattern of instructional interaction that occurs between teachers and students. This pattern will show the interaction initiator in order to see how class activities take place. The basic pattern of instructional interaction can occur during each student activity using different materials but with the same interaction tendencies and goals. This can be observed from the beginning of the lesson until the end of the lesson. Instructional interactions between teachers and students, especially TS and SLS, are very important and must take place in the classroom.

Instructional interaction, apart from being a teacher's effort to understand students' learning achievements, also serves as a bridge in understanding the limitations of SLS. Teachers play an important role in improving the social and academic skills of all students in order for learning objectives to be achieved. Academic achievement for SLS can describe the skills that have been obtained so that it can be used as a reference in learning at the next level. Meanwhile, the achievement of good SLS social skills illustrates the progress of ET in facilitating SLS to communicate with others in order to meet their needs in the future. Until now, there has been no research that has produced a comprehensive and detailed profile of instructional interaction, especially in an inclusive classroom. Thus, this is an essential finding to be a reference in the study of interaction of learning in inclusive classrooms.

Literature Review

Teacher-Students Instructional Interaction in Inclusive Classrooms

In an inclusive classroom, especially during an English lesson, relationships and interactions between teachers and students are crucial (Ross 2017). This is especially the case in inclusive classes that require special attention and time so that all students can fulfill their needs, including the students with special needs. For example, in order for students who are slow learners to understand a subject matter, it requires continuous repetition to ensure understanding so that learning can be achieved. Teachers in inclusive classrooms with students with special needs need

to take a great deal of time and give more attention compared to classes comprised of only regular students. Good interaction between teachers and students is absolutely necessary so that teachers can understand the emotions, learning achievements, and material being learned by students. If the interaction is not going well, it can lead to poor academic achievement and social status. According to Pianta, La Paro, and Hamre (2008), the quality of teacher-student interaction in inclusive classrooms is largely determined by emotional encouragement that indicates the teacher's relationship with and awareness of students, attentiveness to students' specific distinctions and necessities, and motivation to comment on students' opinions of learning activities. In addition, instructional support indicates the importance of attending response circles of teacher-student interaction and the establishment of opportunities to be involved in higher order thinking and discovering new linguistic patterns and language or to practice language skills.

Inclusive classrooms illustrate that learning is a form of collaboration between all class members where everyone is actively involved in the material being studied (Richards and Armstrong 2015). An inclusive classroom that is always dynamic and rapidly changing as a consequence of differences that are shared by all students is the basis for creating active learning (McLeskey, Waldron, and Waldron 2000). It is necessary in inclusive classrooms that teachers adjust the curriculum, objectives, and relevant targets to be flexible for all students according to their learning style, behavior, strengths, and weaknesses as a whole (D'Amico and Gallaway 2010). Moreover, inclusive classes are designed to accommodate diversity in learning and the behavior of all students through interaction so that learning objectives can be achieved (Kugelmass 2004).

Instructional interaction in the inclusive classroom uses a direct method to support constructive interaction and learning for all students, especially to practice language skills. Teachers have a responsibility to deliberate how every student will access learning and to classify how the specific learning necessities, desired learning style, and student learning difficulties in inclusive classrooms can be achieved or overcome (Rose et al. 2015; Muijs et al. 2014).

Basic Pattern of Instructional Interaction

The dominant pattern of classroom interaction is IRF (initiation-response-feedback) or IRE (initiation-response-evaluation), where teachers ask questions, students answer, and receive evaluative responses (Tytler and Aranda 2015). The initiation-response-feedback/follow up (IRF) or initiation-response-evaluation (IRE) pattern could be used to design a more learner-friendly environment in both general and inclusive classrooms (Huq and Amir 2015; Mehan 1979). Furthermore, these structures are useful processes for observing children's experiences and comprehension (Mercer and Fisher 1992; Tobar-Muñoz, Baldiris, and Fabregat 2017). Finally, they can be used to monitor their knowledge (Friend 2017), and design pedagogically essential or precious experience (Lo, Anderson, and Bunch-Crump 2017), which can be useful for student studying (Alexander 2013).

Students can also be interaction initiators, which illustrates students' engagement and activeness in a more in-depth understanding and exploration of material. The resulting pattern is usually called initiation-demonstration-evaluation (IDE) and decreases the level of interaction initiated by the conventional teacher and increases student-stated patterns of interaction and the conception of a courteous and safe classroom atmosphere (Nathan, Kim, and Grant 2009). This pattern allows students to lead the study and perform as the primary agents for assessing and determining the purpose of conversations.

Methods

The approach used in this study is the qualitative approach of a single-case study. Researchers of special education have used single-case research methods, as this methodology warrants the study of small numbers of participants acting as their control by gaining detailed and specified insight from one or more individual's experience (though usually involving several participants, e.g. three to eight) (Kennedy 2005; Moeller, Dattilo, and Rusch 2015; Horner et al. 2005). Single-case research is common in special education (Barton et al. 2016). This single-case study focuses on interactions between an English teacher with both student types, i.e. typical students and one student with special needs—namely, a slow learner—during English lessons over one four-month semester. There were a total of fourteen observations of one and one-half to two hours during two meetings per week totaling approximately twenty-one hours of observation, all of which were recorded. The researcher selected only twelve observations out of fourteen observations as data to be analyzed on the basis that these twelve consisted of all of the participants who were involved in the instructional process in every class meeting. The results of this recording were transcribed to be used for further detailed data analysis.

Participants

Participants involved in the study come from an inclusive Islamic Junior High School in West Java, Indonesia. There were a total of twenty-three students (fourteen males, nine females) in grade nine, where twenty-two students exhibited typical student learning behavior (non-special students) and one being identified as a student with special needs. The student with special needs had been placed in the inclusive classroom during English lessons. This student was categorized as a slow learner student whose special characteristics include an IQ of around seventy-five to ninety, low academic motivation, and according to the report of the psychologist, low focus during classroom activities. The teachers included were one English teacher (ET) and one special assistant teacher. The roles of the staff are differentiated. The English teacher is the primary teacher who teaches English language content, while the special assistant teacher assists the English teacher with the student with special needs.

The research instruments used were observation sheets that contained interactions between teachers and students that occurred throughout learning. In addition, semi-open interview questions were prepared in an interview guide. Both the observation sheet and interview guide were validated by experts who have expertise in the field of inclusive education and English.

Setting and Materials

Since its establishment in 2007, Islamic Junior High School in West Java has been a private school with adequate facilities as well as good support as an inclusive school. Every new academic year, the school receives two classes, each of which includes at least one student with special needs. However, this school is not a school that uses EFL context. This study focuses on a class using the moving class system, i.e. moving from one classroom to another by the subjects and arranged by the management of the school to prevent students from getting bored in school. Each classroom is equipped with a projector, computer, whiteboard, chairs, and desks for each student. The lesson observed was a grade nine English class. Each lesson usually lasted one and one-half to two hours. The English teacher conducted all classes with a focus on small groups and individual students. The material used in this research were the English textbooks, teacher-made worksheets, exercise books, and various internet resources used over one semester according to the lesson plans created by the English teacher. The contents of the lessons to be learned were about re-context, narrative texts, procedures, descriptive texts, and a report in the day-to-day context.

Data Collection

This included observations between teachers and the students. Observations were conducted to document the interaction between ET with TS and ET and SLS by observing the actions of teachers and reciprocal actions of students during the learning process. Observations were made by recording all interaction processes using a video camera and audio recorder. Meanwhile, face-to-face interviews were conducted between the researcher and the informants. Interviews were conducted with one ET, four TSs, and one SLS via non-formal interviews. Interviews were carried out after the observation process was completed and when the interviewees were in a relaxed state. The topic of these interviews was the interaction that occurred in the classroom during the learning process. To corroborate, field notes were used to collect research data illustrating the empirical facts of every learning interaction between English teachers and students, whether statements, conversations, in-depth interviews, or document analysis. By using a model in collecting data that combines field notes, researcher reflection, and the interview results, it can facilitate the researcher in finding a common theme of interaction of learning (Jamaris and Hartati 2017).

Data Analysis

Before the data was analyzed further, the first step was to make 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; and (2) finding and identifying phrases appropriate to the instructional interaction between ET with TS and SLS. For field note results, the following steps taken were: (1) generating code from field notes in accordance with research questions; (2) research codes were recorded to identify any learning interactions that occurred; (3) finding and identifying interactions occurring between ET with TS and SLS; and (4) identifying the initiator of each instructional interaction pattern and its percentage.

The next step was to perform the data analysis process. The researcher applied qualitative data analysis developed by Spradley (2016) and modified by Jamaris and Hartati (2017) with three analysis steps, which were: (1) thematic analysis of all participants, observers in the learning activities related to the instructional interaction between teacher and student, making field notes, coding, and interviewing teachers and both student types; (2) within-participant thematic analysis, identifying the general theme of each instructional interaction; and (3) cross-participant analysis, identifying the general theme of the instructional interaction between the participants. The final stage of analyzing the instructional interaction was finding a culture theme as a profile of instructional interaction in the inclusive classroom through inductive analysis. Table 1 outlines the process used to obtain analysis results.

Table 1: The Qualitative Analysis Data Model

<i>Included Term</i>	<i>Semantic Relations</i>	<i>Cover Term</i>
<i>Giving learning spirit to all students Giving praises to all students</i>	is kind of	Interaction of giving motivation
<i>Explaining the material Directing the material Strengthening understanding of the students</i>	is kind of	Interaction of presenting subject matter
<i>Explaining to and reminding students of tasks</i>	is kind of	Interaction of completing tasks

Source: Rasmitadila et al.

Result

After the coding and analysis of the research, the following results were obtained.

In Table 2, the frequency of instructional interactions involving the teacher giving the learning spirit to all students is shown, the most common pattern being the teacher gives statements and questions to- students and students give response to- teacher then teacher asks students again—which occurred as much as thirty-five times, or 54 percent initiated by the teacher. Meanwhile, of the instructional interaction involving the teacher giving praise to all students, the most frequent occurrence was teacher gives a statement and asks- students and students give response- teacher and teacher gives praise—which occurred as much as fifteen times, or 47 percent initiated by the teacher.

Table 2: Basic Patterns of Instructional Interaction and Frequencies of Teacher Giving Spirit and Praise to Students

<i>Basic Patterns of Interaction</i>	<i>Initiator of Interaction</i>	<i>Frequency of Interaction</i>	<i>Category of Interaction</i>
<i>1. Teacher asks- students and students give response- teacher asks again (BP 1)</i>	Teacher	25 times (38%)	Teacher gives learning spirit to all students (TS and SLS)
<i>2. Teacher gives statements and questions- students and students give response- teacher asks students again (BP 2)</i>	Teacher	35 times (54%)	
<i>3. Students give statements- teacher and teacher gives response- students and students ask teacher again (BP 3)</i>	Student	5 times (8%)	
Total of Interactions		65 times (100%)	
<i>1. Teacher asks- students and students give response- teacher and teacher asks again and gives praise to students (BP 4)</i>	Teacher	10 times (31%)	Teacher gives praise to all students (TS and SLS)
<i>2. Teacher gives a statement and asks- students and students give response- teacher and teacher gives praise (BP 5)</i>	Teacher	15 times (47%)	
<i>3. Students asks- teacher and teacher gives response with praise to students. Students give statements (BP 6)</i>	Student	7 times (7%)	
Total of Interactions		32 times (100%)	

Source: Rasmitadila et al.

Table 3 outlines the basic pattern of instructional interaction when the teacher explains the material and directs and strengthens understanding. Between the ET and TS, the most common pattern is teacher asks- students and student gives response- teacher and teacher gives explanation/statement; between ET and SLS, the most common pattern is teacher gives statement and question- student and student gives response- teacher and teacher gives explanation.

Table 3: Basic Patterns of Instructional Interaction and Frequencies when Teacher Explains the Material to Direct and Strengthen Understanding of TS and SLS

<i>Basic Patterns of Interaction</i>	<i>Initiator of Interaction</i>	<i>Frequency of Interactions</i>	<i>Category of Interaction</i>
1. Teacher asks- student and student gives response- teacher and teacher gives explanation/ statement (BP 7)	Teacher	34 times (48%)	Explaining the material, directing and strengthening understanding of TS
2. Teacher gives statement/ explanation- student and student gives response- teacher and teacher asks to student again (BP 8)	Teacher	7 times (10%)	
3. Student asks- teacher and teacher gives response- student and student asks teacher again (BP 9)	Student	30 times (42%)	
Total of Interactions		71 times (100%)	
1. Teacher asks- students and student gives response- teacher and teacher gives explanation/statement (BP 10)	Teacher	4 times (19%)	Explaining the material, directing and strengthening understanding of SLS
2. Teacher gives statement and question- student and student gives response- teacher and teacher gives explanation (BP 11)	Teacher	14 times (67%)	
3. Student asks- teacher and teacher gives response- student and student asks teacher again (BP 12)	Student	3 times (14%)	
Total of Interactions		21 times (100%)	

Source: Rasmitadila et al.

Table 4 shows that the basic pattern of learning interaction that occurs between ET and TS and between ET with SLS has the same basic pattern, which is teacher gives a statement and question- student and student gives response- teacher and teacher gives explanation.

Table 4: Basic Patterns of Instructional Interaction and Frequencies When Teacher Explains and Reminds Students of Tasks to TS and SLS

<i>Basic Patterns of Interaction</i>	<i>Initiator of Interaction</i>	<i>Frequency of Interactions</i>	<i>Category of Interaction</i>
1. Teacher gives statement/ question- student and student gives response- teacher and teacher gives explanations to student again (BP 13)	Teacher	25 times (57%)	Explaining and reminding task to TS
2. Teacher asks student- and student gives response- teacher and teacher gives explanation/statement (BP 14)	Teacher	14 times (32%)	
3. Student asks- teacher and teacher gives response- student and student asks teacher again (BP 15)	Student	5 times (11%)	
Total of Interactions		44 times (100%)	
1. Teacher gives a statement and question- student and student gives response- teacher and teacher gives explanation (BP 16)	Teacher	4 times (50%)	Explaining and reminding task to SLS
2. Teacher ask- students and student gives response- teacher and teacher gives explanation/statement (BP 17)	Teacher	2 times (25%)	
3. Student asks- teacher and teacher gives response- student and student asks teacher again (BP 18)	Student	2 times (25%)	
Total of Interactions		8 times (100%)	

Source: Rasmitadila et al.

Discussion

Instructional interaction is the active and dynamic process involving an activity that will support learning to achieve the instructional objectives set by the teacher. Interaction is a process to understand the extent to which students understand a subject matter conducted between students and teachers both verbally and non-verbally. The instructional interaction in inclusive classrooms during English lessons is divided into three categories of instructional interaction patterns; namely, the interaction of motivating students at the beginning of the learning process, the interaction of presenting the subject matter, and the interaction of completing tasks.

The Basic Interaction Patterns and Purpose of Giving Motivation to Students

The pattern of instructional interaction and motivating students is the interaction between teachers and all students that occur in learning activities. Interaction is conducted classically with all students, both TS and SLS. The category of instructional interaction when teachers motivate students to encourage students to learn most often is done at the beginning of instruction and throughout the learning process. This category, namely interaction of motivation, is comprised of two pattern categories of instructional interaction—giving the spirit of learning and giving praise to students.

The Interaction Patterns when the Teacher Gives the Spirit of Learning to All Students

The category of interaction patterns when the teacher gives the spirit of learning has one of the most common basic patterns, namely teacher gives statements and questions to students- student response- teacher asks students again. This basic pattern is a pattern initiated by the teacher that begins with the teacher's statement and is followed by the question, then a response by the student to the teacher's question, after which the teacher will ask the students again. The conversation below exemplifies the interaction of an ET giving the spirit of learning to all students at the beginning of the lesson.

- ET : "Let's start today by saying "Assalamualaikum" (Statement)
 Anyway, I want to let you know that today is my happiest day.
 You know why?" (Question)
 TS 1 : "Because we are ready."
 TS 2 : "Because we did our job" (Response)
 ET : "Yes exactly, no other reason?" (Question)

Statement and question sentences used by the teacher at the beginning of the interaction ensured that students were ready for the lesson. The basic pattern of this interaction ensures teachers get information from students in general. Varied student responses are included in this type of open-ended questions, leading to a brief discussion of student opinions and answers when starting lessons. According to Abd-Kadir and Hardman (2007) and Owocki and Goodman (2002), in general, this follows the IRF (initiation-response-follow up) pattern that gives students an opportunity to answer with their opinions. Students are not just answering teacher questions, but the teacher as a scaffold provides feedback in the form of questions to the students to get the students to be more involved in issuing their opinions simultaneously, which shows an essential function in determining classroom interaction (Mehan 1979; Vandenbroucke et al. 2017; Irani and Chalak 2016).

Another basic pattern in this category of initiation at the beginning of learning interaction is also done by students; namely, students give a statement- teacher and teacher gives response- students and students ask teacher again. The conversation below illustrates the TS initiating interaction with the ET.

TS : “Miss, this air conditioner is not on, I’m hot, and cannot learn if the room is hot” (Statement).

ET : “There is a theory about learning that states that having high self-management is vital when you have to find a comfortable place [yeah], just to be comfortable. Anyway, even though you may have high self-management, you must also have high self-defense, because sometimes what we hope for does not become reality. [Yeah] in any condition the struggle remains” (Response).

TS: “So you have to adapt to it, Miss?” (Question)

This interaction pattern is one that characterizes instructional interaction as not only teacher-centered, but also shows students’ active involvement in learning. Nathan, Kim, and Grant (2009) claim that the basic pattern of this interaction is referred to as “non-traditional patterns” outside of IRE or IRF, which is called initiation-demonstration-evaluation (IDE), a pattern in which the student is the interaction initiator.

The Interaction Patterns when the Teacher Gives Praise to All Students

In this interaction category, when the teacher gives praise, the most dominant pattern of interaction is teacher gives the statement and asks- students and students respond- teacher and teacher gives praise, with the teacher as interaction initiator. The conversation below illustrates interaction led by the ET giving praise to the students.

ET : “See the highlighted word there. Please have a look. What does the word refer to Reza?” (Statement and Question)

SLS : “Motorcycle” (Response).

ET : “Yes good Dion, motorcycle” (Praise).

This basic pattern includes following the IRE pattern—initial-response-evaluation—or sometimes the IRF pattern—initial-response-follow up (Sinclair and Coulthard 1975; Willner 2014). This type of pattern of “question-answer-question” is used to find out the answers given by students to previous questions by the teacher and can be an entry point in analyzing the sequence of questions and answers of other students (Rymes 2008; Yaman 2015). The question asked by the teacher to the students aims to provide opportunities for students to provide answers to the opinions of other students, which is a form of attention from teachers to students. In this category, there is also an interaction pattern initiated by the student, although they do not dominate the interaction. This pattern, in which student asks- teacher and teacher gives response-student and students asks teacher again is, according to Rymes (2008), initiated by students and is a pattern of “non-traditional” interaction that is centered on students and is usually built based on a social context and student experience which aims to make students think critically. The teacher appreciates this initiation and at the same time gives attention and praise to the students for the opinions they have developed. Below is a conversation in which the teacher gives praise when the interaction initiator is the student.

TS : “Miss, may I create a Mind Map?” (Question)

ET : “Great idea, Arie” (Response and Praise)

TS : “May I make it now Miss?” (Question)

All responses given by the teacher in the form of praise were positive reinforcement, which aimed to foster students’ motivation to learn, passion for learning, and awakening student self-esteem. Positive reinforcement is very influential on student learning outcomes (Amanah and Suryandari 2012; Pratama 2009; Haggis 2017). Students who are often given positive reinforcement by their teachers in the learning process feel very appreciated and cared for,

especially students who have low interest in learning. In addition to praise, a statement will also encourage students because they will feel valued and cared for by the teacher, and the interaction between giving positive reinforcement and interest in learning are interrelated and supportive toward student learning outcomes.

The purpose of instructional interaction in which the teacher motivates all students is for students to have a positive attitude and high interest in English lessons, including SLS (Lose 2008; Granger 2017). The positive attitude of the students was shown in some learning activities in this research, such as self-confidence in expressing opinions (Pryde 2015), creating (Vadeboncoeur and Luke 2004; Abykanova et al. 2016), giving presentations in front of a class, asking and answering questions, not being easily discouraged in doing activities and tasks, helping and cooperating with friends, respecting the opinions of others, not disturbing friends, and being able to accept the shortcomings of special needs students. All the basic interactions that formed at the beginning of the learning process were aimed to make the students more enthusiastic about learning. According to Halloy and Naumescu (2012) and Carlton and Winsler (1998), the role of initial motivation or spirit of learning given to students aims to generate passion, happiness, and the desire to learn. Motivation given by the teacher makes students have early interest and positive attitudes towards learning that determines a student's success and competencies (Birch and Ladd 1997; Patrick et al. 2001; Koca 2016).

The Interaction Pattern and Purpose of the Presentation of Subject Matter

Interaction patterns used during presentation of a subject by the teacher matters to all students and occur during the core activities of a lesson. Interactions that arise allow teachers to obtain information about students' understanding and knowledge of the subject matter being studied and to train students to think critically, including students with special needs. This type of interaction pattern is divided into two basic interaction pattern categories that explain the subject matter, directs, and reinforces the understanding of TS, and explains the subject matter, directs, and reinforces the understanding of SLS.

The basic pattern of interaction between ET and TS and ET with SLS has a specific purpose. The basic pattern of interaction between ET with TS formed is as follows—teacher asks—students and students respond—teacher and teacher gives explanation/statement—with the teacher as the initiator of interaction. Below is an example of interaction in conversation when ET describes material to TS.

ET : “How do you say it?” (ET wrote on the blackboard the year 1907) (Question)

TS : “One thousand and eight hundred and seven” (Response)

ET : “Ok. You can say that if it is the amount of something, but for the year you can say two, so nineteen o one, etc.” (Explanation/Statement)

Meanwhile, the basic pattern of interaction between ET and SLS is—teacher gives a statement and question- student and student gives a response- teacher and teacher explains—with ET as initiator of interaction. The interaction below is an example of ET with SLS.

ET : “Look at the vitamin part that has the least amount Dion. You can compare it. What about vitamin C?” (Statement and Question)

SLS : “Vitamin C is 0% Miss” (Response)

ET : “Yes below 0.5%, so it can be written 0% (Explanation/Statement)

The basic pattern of interaction between ET to both kinds of students has formed the IRE interaction pattern—initial-response-evaluation (Mehan 1979; Rolin-Ianziti and Ord 2016)—or sometimes the IRF pattern—initial-response-follow up (Sinclair and Coulthard 1975; Lawrence and Crespo 2016)—both of which are initiated by the teacher. This type of pattern by the TS is

called a “known-answer” question, which aims to locate the student’s initial information and explore the students’ knowledge of the topic being studied (Hosoda 2016). Teachers usually initiate this type of question to students who still need guidance, and once students have understood and mastered the topic, it is followed by a topic that allows students to think more critically (Rymes 2008; Baker and McEnery 2017). If it is sequenced from the interaction of the emergence of questions initiated by the teacher, the teacher has succeeded in giving an understanding of the subject matter so that the students are encouraged to understand the subject matter more deeply and find critical ideas in gaining knowledge. This opinion is in line with Smith and Martell (1976), Wells and Arauz (2006), and Lupton and Hayes (2017), who expressed that this interaction achieves high levels of motivation and active involvement of students so that instructional goals are reached. It causes students to contemplate and improve their work and broaden their ideas in learning. It also can encourage and guide deductive and inductive thinking and find the weaknesses and strengths in managing classroom activities and language problems (Zhang 2012; East 2015).

This type of pattern for SLS is called “closed and known answer” questions to focus students on accomplishing explorations (Erdogan and Campbell 2008; Belcastro 2017). This pattern is formed in reaction to the limitations and barriers possessed by SLS when understanding a subject matter or topic. The teacher needs to repeatedly emphasis topics to a SLS because they take a longer time to understand a topic and find it complicated to connect new information with previously acquired knowledge, especially in English material (Catts, Hogan, and Fey 2003; Shaw 2010). Usually, these students have low comprehension, weak memory, and a short attention span (Leff 2008), which requires teachers to interact more intensively with SLS so that learning can occur.

Another important point of concern is the basic pattern of student-initiated interactions, both initiated by TS and by the SLS and following the same patterns—student asks- teacher and teacher responds- student and student asks the teacher again. Below is an example of interaction initiated by the TS.

TS : “Miss, is it read in [2005], two thousand and five? (Question)
 ET : “Yes, you are right” (Response)
 TS : “So if it’s past 19...after that we use thousand?” (Question)
 ET : “Yeah, like this, two thousand and five, two thousand and ten” (Statement)

Below is an example of interaction in the conversation initiated by the SLS.

SLS: “Miss, what does woodcutter mean?” (Question)
 ET : “Someone whose job is to cut wood” (Response)
 SLS : “Does he live in the forest?” (Question)

Student engagement and activeness in initiating questions is a form of interaction that signifies that learning is not just a form of teacher authority that usually occurs in the practice of learning. This pattern is formed using the precedence of previously involved students and societal situations whose experience becomes the basis for questions by the TS that are used to confirm student understanding of a topic being studied. Initiation by students shows their activity, involvement, interest, and attitudes toward English lessons, which are expected to help students achieve the desired learning objectives. Instructional interaction patterns initiated by students in addition to teachers’ success in facilitating learning make it possible for students to be able to explore the ability of gaining knowledge, understanding the subject matter more deeply, and attaining good academic achievement.

This opinion is in line with Brendefur and Frykholm (2000) and Watland and Santori (2014), who state that interaction in communication aims to share ideas and that students participate in evaluation and do not just respond to teacher initiation, but also initiate questions to achieve good

academic performance (Nurmi and Kiuru 2015; Badger 2016). Interaction initiated by the SLS shows progress and is a positive pattern especially for SLS who always get directions from teachers with IRF or IRE patterns. This interaction cannot be separated from the activity of ETs who provide opportunities and attention to the SLS to learn via their abilities and interests. It cannot be assumed that special assistant teachers play a large role in helping SLS with their learning activities in addition to training them to be independent, even though they require full assistance in these learning activities (Wallace et al. 2002).

The purpose of interaction during the presentation of a subject matter is that it helps teachers comprehend the level of student understanding, improve students' critical thinking skills, and foster motivation as well as active involvement in the learning process. This objective also applies to the SLS, although they have some barriers to learning. This interaction provides a snapshot for the teacher to know the extent of a SLS's understanding of the lesson and to know to what extent repetition should be carried out by the teacher.

The Interaction Pattern and Purpose of the Task Completion

The pattern of interaction of task completion occurs when the teacher assigns a task to the students related to the subject matter being studied. The pattern of task completion interaction consists of two categories of basic interaction patterns in which the teacher explains and reminds about tasks to the TS and SLS.

The pattern of interaction formed derives from the following basic pattern—teacher gives a statement/question- student and students respond- teacher and teacher gives explanations to the students again—which is the basic pattern of interaction of IRE. One example of an ET-initiated learning interaction with the TS is as follows.

ET : “We’ll make the same dramatic story. Open your notes, and everyone write down beside that. This is a kind of chain story. Do you know chain story?” (Statement and Question)

TS : “Chain story?” (Response)

ET : “Yes chain story. I will make the beginning of the story and then you are going to continue the story and create the ending of the story. We have to finish in fifteen minutes” (Explanation)

One example of an ET-initiated learning interaction to SLS is as follows.

ET : “Dion, we want to make a story. Try Dion; think about what story you will make. Ever read a story you thought was fun?” (Statement and Question)

SLS : “Yes Miss” (Response)

ET : “Well, we will make the story, and it can be adjusted to your imagination, and what you think is most fun” (Explanation)

From both examples, it can be stated that the basic pattern of interaction is the same between ET with TS and ET with SLS, namely IRE or IRF, which is initiated by the teacher in the form of questions to students to motivate students to complete the task. This pattern is initiated by the teacher with statements and questions with the purpose of explaining the task and objectives, thereby ensuring student achievement when performing a physical activity related to the subject of the lesson and reminding students of the tasks to be completed related to the time provided. Time-setting is very important, as learning goals can be achieved if time limits can be fulfilled.

Designing successful frameworks in teaching-learning practice has been discovered to be a very challenging task (Mercer and Fisher 1992; Webb and Farivar 1999; Lee, Lee, and Park 2016). Interactions that occur in the form of achievement of tasks and reminders of time is motivation for teachers to ensure that students understand that they must have a target in learning

(Onatsu-Arvilommi and Nurmi 2000), as well as achievements that can be measured by the teacher. Webb and Farivar (1999) suggested that the role of the teacher is to model good helping behavior, to give examples, and to observe whether the students practice the targeted skills, such as explaining and asking clarifying questions. Students respond by doing the tasks with the ability they have to recognize the completion time set by the teacher. The completion of these tasks involves the physical activity of all members and its implementation in itself is the provision of motivation (Saraç, 2018). Reinforcement from the teacher to the students to do the task achieves high cognitive quality (King 2002; Yen, Konold, and McDermott 2004), and academic skill (Pintrich and Schunk 2002; Dally 2006; Georgiou et al. 2011).

Just as important, the completion of the task by the SLS should be done via the ET collaborating with the special assistant teacher due to the fact that usually a SLS with slow to learn categories of learning find it difficult to understand the tasks assigned by the teacher, especially with new tasks or combining old tasks with new tasks (Nolet and Tindal 1994; Parsons et al. 2018). For that, the motivation of special teachers is very important, as repetition is necessary so that the SLS can understand the purpose of the task given. The creation of interaction between the ET and SLS in completing the tasks is aimed at the latter understanding in detail the material that has not been understood and building the student's thinking ability to benefit from positive habituation in learning. Mercer and Fisher (1992) and Singleton and Filce (2015) classified such teacher accomplishments as boosting children's thinking, concentrating their attention on the specifics and essential characteristics of the task, and stipulating a form which supports the development of the students.

This can be seen from how teachers build questions that provide feedback or provide stimulus so that students can think more easily when answering questions without teachers directly providing answers to student questions. Repetition, giving concrete examples (movement, verbal) with simple questions, and direct and brief instruction is a form of interaction used by the ET in teaching the SLS in this study. It is important for the ET to affirm this to the SLS because globally, SLSs find it difficult to understand the tasks assigned by the teacher, especially in new tasks or combining old tasks to new tasks. For that, the motivation of teachers to SLS is very important, so it is repeatedly done so that students who are slow to learn can understand the purpose of the task given.

In the interaction surroundings task completion, there is also interaction initiated by the TS and SLS to ET. The basic pattern of interaction formed is a pattern—student asks- teacher and teacher responds- student and student asks teacher again—initiated by a student. Below is the result of a conversation between TS and ET.

TS : “Miss, if this part is finished, can I continue with the next part?” (Question)

ET : “Of course, please do the next one” (Response)

TS : “Is the working time also the same as the first one?” (Question)

ET : “Yes” (Response)

The basic pattern of interaction in which student asks teacher- teacher response- student asks the teacher again is exemplified below.

SLS : “Miss, will this picture be taped?” (Question)

ET : “What paper do you have?” (Response)

SLS : “I do not know, how much paper should we use Miss?” (Question)

The basic patterns of interaction formed between the two types of students with an ET are the same basic patterns of interaction as when subject matter explanations are student-initiated interactions, i.e. “nontraditional” or IDE. Patterns initiated by students in their specific instructional interactions while doing an activity or learning indicate the actions and involvement of students in large group settings. It is the responsibility of students to be concerned about the

task to be completed in order to achieve maximum learning outcomes (Onatsu-Arvilommi and Nurmi 2000). Questions posed by students at the beginning of the interaction stem from a sense of curiosity about the task and/or related to the subject matter being studied.

Though SLS must strive to be actively concerned about the tasks they must complete, help from a special assistant teacher provides a good first step for them to be active and engaged in learning. Interactions consisting of questions and responses, as well as follow-up questions from the SLS students, are intended to ensure that the SLS understands the purpose of a task. There must be consideration regarding the time in accordance with an SLS's capabilities as well as the consequences for the task if it is not completed. Through interactions related to tasks to be done, it is expected to improve the academic and social skills of SLS (Schunk 2012).

The purpose of instructional interaction involving the completion of tasks is for students who have targets in learning to improve the quality of their cognitive and other student skills. For SLS in particular, this interaction aims to help them understand the tasks that must be done in order to improve the student's thinking skills to create positive habits in learning.

Conclusion

As noted above, the profile of instructional interaction is divided into three categories of instructional interactions; namely, giving motivation, presenting subject matter, and completing the tasks. Each category of instructional interaction is formed from the basic patterns of instructional interaction, IRE or IRF. The basic patterns of interaction that are formed are often characterized by interaction only being initiated by teachers, but in this study, the students were also the initiators, a pattern of nontraditional interaction called IDE. This pattern shows that learning is not only the teacher's territory, but also requires that students be involved and actively interested in English lessons so that maximum learning results can be obtained.

The purpose of instructional interaction in English lessons in an inclusive classroom is to ensure that all students have a positive attitude, enthusiasm, motivation, and high interest in learning. For the typical student, the purpose of instructional interaction is to encourage students to understand the lessons in depth and use critical thinking to gain knowledge and to understand the learning target and achievement so that the students have high cognitive quality or academic ability. For a special needs student, the purpose of this interaction is to better understand the subject, which must be done repeatedly by the teacher due to the limitations SLS have, and to build skills to provide positive learning habits that can combat learning barriers.

Limitations

This study has limitations, especially stemming from the number of participants, consisting of only one SLS, one English teacher, and twenty-three typical students. There is also a limited number of SLS in inclusive classes because not all schools have SLS or special teachers. In addition, the amount of observation time is also limited to only twelve lesson meetings, so the data obtained is still lacking in detail. However, this research provides an initial picture of how interactions occur between teachers and students, especially with SLS.

Implications

The implications of the results of this research can be said to be that instructional interaction between teachers and students absolutely occurs in learning activities. For teachers, instructional interaction serves to assess students' understanding of the subject matter being taught. Meanwhile, for students, instructional interaction aims to improve academic and social skills. The first thing a teacher must do for the interaction during learning to take place is to understand the characteristics of students, especially students with special needs, making it easier for

teachers to interact with students. In addition, students will also feel more comfortable learning together with the teacher.

Recommendations for the Future Research

Based on the results of the research, the researcher can provide several recommendations related to the interactions between teachers and students, including: 1) teachers must understand the characteristics of all students, especially SLS who have limitations and strengths; and 2) teachers must be able to use a learning model that can involve all students, both TS and SLS, such as cooperative learning and collaborative learning. Meanwhile, recommendations for further research that must be carried out in the future are: 1. creating effective learning models that can enhance the interaction of learning between teachers and all students; 2) creating an independent learning model that can improve SLS independence in learning; and 3) creating a learning model that is associated with the development of a zone of proximal development (ZPD) between the teacher and all students that can improve students' social and academic skills.

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