TEXT AS REFLECTED IN CLASSROOM INTERACTION

*Puspa Indah Ramadhani

**Prof. Dr. Berlin Sibarani, M.Pd.

ABSTRACT

This study was aimed at describing the ways of the teachers in teaching reading comprehension of recount text taught in grade eighth and finding out the reason why the teachers did that ways in teaching. This study employed a qualitative research design that taken from two English teachers, the first was from SMP Swasta Muhammadiyah 05 Medan, and the second was from SMP N 37 Medan. The data were collected by using passive participant observation with the tape and video records as a tool to record the interaction and interview to find the reason why the teachers did that way in teaching reading comprehension of recount text. The data were analyzed by using three major phases of analysis: data reduction, data display, and conclusion drawing (Miles, Huberman, and Saldana: 2014). This study revealed that the teachers used the three reading stages as it is applied into scientific approach in teaching reading comprehension of recount text: (a) pre-reading: asking students' background knowledge about the topic, asking to open the books and explaining the content about the genre of recount text; (b) while-reading: asking the student to read the text on the text book, recalling students' knowledge about recount text, managing the classroom to do a group task in answering the questions based on the recount text, and; (c) post-reading: guiding the students to answer the questions and clarifying the answer together. It also found that in the classroom interaction the teachers took their role very good in order to lead the classroom activity while teaching. The reason underlying why the teachers did those ways because teachers believed that by giving the students the genre knowledge of recount text can help the student to understand and recognize the recount text; the student will not be engaged by reading text activity if they just asked to read the text; the information about genre knowledge of recount text can help the students in reading comprehension of recount text, and; the competence of the students in mastering the reading recount text can be seen from answering the questions related to the text by doing reading comprehension.

Keywords: Teaching Reading Comprehension, Recount Text, Classroom Interaction.

*Graduate Status

** Lecturer Status

A. Introduction

One of the strategies which should be managed and applied by teachers in the classroom is teaching reading strategies, because learning reading is a must for the students. In learning activity, students are expected to get the message from the writer through the text and comprehend the text in order to catch the message to answer some questions related to the text during the reading process. As a process, a reading strategy involves ways of processing text which will vary with the nature of the text, the reader's purpose, and the context of situation. These strategies indicate an important role of a teacher to reach the objectives of teaching reading comprehension.

Reading is dealing with the text, in which text has several different genres such as describing, narrating, arguing, explaining, and instructing (Knapp and Watkins, 2005). Each text, therefore, has different text structure and language feature. Recount text is one of genre that is taught in junior high school. Recount is used to retell an event or experience in the past. In teaching reading comprehension of this genre, there is no specific technique or strategy. Nevertheless, the strategy used by teachers make a deal in achieving the goals of reading comprehension, as the teacher and the students are the main actors of this activity to determine the success of reading comprehension.

Interaction is needed in teaching and learning process in the classroom as the teaching and learning process is reflected on this way. Richards (1992) defines classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The way the teacher initiates the student will give the impact of teaching process. Abdullah (2005) on his research in Pakistan found that the way of the teacher teaches reading comprehension affects students' comprehension skills. The students still having struggle to understand the text even after reaching the higher grades, because the teachers still use traditional ways for teaching reading. They are not familiar with the latest ways and appropriate trends of teaching reading in ESL/EFL contexts. According to that research, teacher's strategies will affect the teaching of reading comprehension.

Snow (2002) states comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inferencing, and motivation. The teacher has to activate the student expectation toward the text by delivering the idea about how to construct the meaning of the text, explain the social function of recount text, and identify the generic structure and the language features used in recount text. What the teacher needs to do is to guide the student with the knowledge from the nature of the recount text to facilitate the reading comprehension. Sibarani (2016) in his research finds the prove that the teacher is the key determining factor in classroom practices including for fostering the text structure knowledge and ways of applying the knowledge to develop the students into independent readers or becoming good at reading comprehension.

Based on the observation in which the researcher did in SMP Muhammadiyah 05 Medan on March 6th 2019, both the teacher and students said that they face the problem in mastering the reading comprehension lesson. The problem came from the students in which they felt so hard to digest a word in English. This problem was also found by the researcher during her practical teaching in that school, that was the students were lack of vocabularies. It turns out that lack of vocabularies affected the reading comprehension activity in the classroom. This situation made the teacher had to translate all the meaning from the text before asked the student to answer the question. Although it took time in teaching, but some of the students answered the reading comprehension task correctly and got the minimum score. It was proven from the result of the students' task after doing the reading comprehension text.

The observer found that the teacher elaborated the genre knowledge in teaching reading comprehension of recount text. More, to get the valid data, the researcher also observed the teacher in SMP N 37 Medan and found that she taught teaching reading comprehension of recount text by informing the genre knowledge. Some scholars (Paltridge, 2002) argue that genre knowledge which includes an understanding of the social and cultural contexts of genres, the language choices within the genres, and a sense of what is and what is not

appropriate in certain contexts which reflect the norms and values of a discourse community is important for second language learners. That knowledge about genres which includes awareness of their names, purposes, and language features is essential for effective reading. Even if there was still the problem that rosen up from the students' background knowledge of the text material, but overall the teachers used the good ways in delivering the material of teaching/reading comprehension.

Referring to the outcome of the teaching and learning in both of the school, it seemed quite different. It was relevant to the category of teaching proposed by Gage (2009), that the teaching and learning process influenced by the category of presage category (teacher) and context category (student). In which, the background knowledge of the teacher and the situation of the students place the significant result of the product to deliver the success in teaching and delivering the material. Therefore, in this research the writer attempts to answer the problem of the study of this research which are "how do the teachers teach reading comprehension of recount text in the classroom?" and "why do they teach it the way they do" in order to describe how the teachers teach reading comprehension of recount text in the classroom and to reveal the reason of why the teachers teach it the way they do.

B. Teaching Reading Comprehension of Recount Text

One way to unpack the "hidden" assumption about teaching in any teaching evaluation instruments is from conceptual framework or models of teaching and student learning, such as the Presage Process Produce model originally developed by Dunkin and Biddle (1974), and further developed by Biggs and colleagues (1987, 1993; 1993), and by Prosser and Trigwell (1999). Dunkin and Biddle (1974) contend that presage factors (referring to the characteristics of the teachers and to the characteristics of the teaching environment) fed into process factors (referring to teaching learning activities in classroom), and which in turn produced the product (referring to students' increased subject matter competence and attitudes). As its development, the paradigm for the study of teaching is being evolved. The researchers develop the paradigm concepts as the result of their

research. In the teaching process, there are some categories that refer to the variables which might affect to each other in the classroom where teaching takes place as it is elaborated in Gage (2009:47).
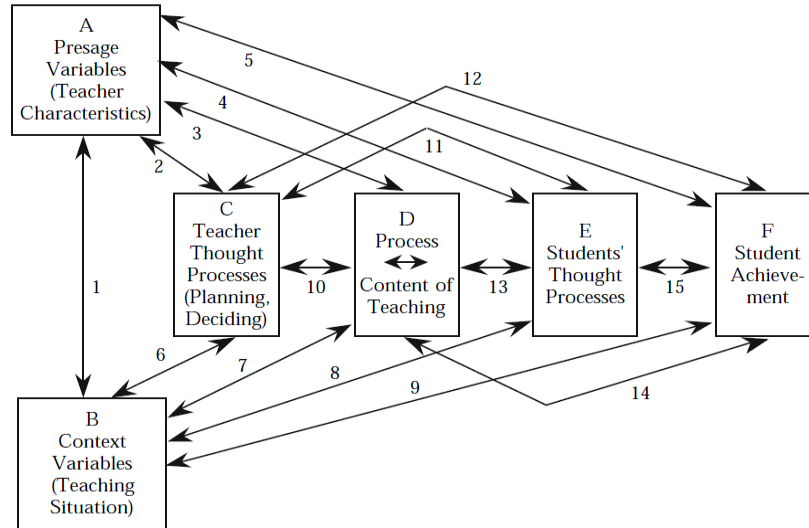
The Paradigm of Teaching and Learning Process
Source: Gage (2009: 51)

Knapp and Watkins (2005) elaborated the recount text genre. They stated that recount text used to inform and describe past experiences by retelling events in the order in which they happened which using action verbs, temporal connectives, and past tense as language features. The generic structures of recount text are (1) orientation; (2) sequence of events, and; (3) re-orientation.

Wallace (1992:85) elaborates the teaching reading comprehension into three steps, there are: pre-reading activities, while-reading activities, and post-reading activities.

a. Pre-reading activities

In the classroom, a pre- reading lesson reflects this process in the following way: prior to reading the text there, or discussion of shared expectations about the topic or genre of a text to be read, perhaps drawn from the title, or pictures related to it. During the process of reading, prompts may be offered to encourage learners to articulate the kind of information which can be drawn from the text, and from their own current knowledge of the world. With early learners these may be part of a dialogue between teacher and learners about 'what may happen next'. It is also important for teachers to discuss new vocabulary with students in this stage

because discussing new vocabulary can help them to comprehend the text. When students have problems of unknown words, teacher can encourage them to use dictionary. It is in line with Wallace's (1992: 86) idea stated that teacher can encouraging students to use dictionary in pre-while stage.

b.   While-reading activities

This phase refers to the text, not the idea of previous student to read. The aims of the phase are to help understanding of the text structure and to clarify text content (William, 1998:38). In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use by (Gibbons, 2002). There are two kinds of reading aloud; reading aloud to students is used as an opportunity to bring the students into a popular culture and an opportunity to challenging text, and; reading aloud by individual students to each other can develop class cohesion and encourage students about the text (Handcock and Leaver, 2006; 40). The next activity that teacher can generate in this stage is silent reading. Anderson (2003) says that the majority of reading that we do will be done silently. Anderson explained that silent reading is primarily in reading comprehension because it focuses on getting meaning from print. Reread the text can be done to check comprehension as one of while-activities in reading comprehension.

c.   Post-reading activities

In this case, teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Wallace, 1992). Traditionally, the main type of post-reading activities is to answer questions related to the part that has been read. Teachers should ensure that students get the message from reading it. The aims of post-reading work are to consolidate of reflect.

By teaching the students the aspect at the pre-reading, they are encouraged to predict (expect) what the content of the text is. Upon knowing that it is a recount text, then the students will expect that in the text will have the social function, generic structure, and language features. They further expect that in the orientation there will be name of participant, place, time, etc. In the stage of events, they will expect that recount consist of several events that are

chronologically arranged. Those aspect need to be activated before they read text and this is called schema activation (Rumelhart, 1980)**.** Specifying the text structure is called formal schemata activation. In while reading activity, there will be reading comprehension monitoring. This activity will match the expectation of the students to what is found in the text. In post reading activity, there will be evaluation by doing the reading task.

Since 2013, Indonesia has been using 2013 Curriculum. It is the development of the recent curriculum with considering the development of the future challenges and competencies which have to be faced. In its existence, 2013 curriculum has some changes. Then it became 2013 Revised Curriculum. The 2013 curriculum prioritizes a scientific approach which comprises the activity as follow: observing, questioning, experimenting, associating, and communicating.

C. Factors Affecting Teacher's Behaviors

The term behavior means observable teacher's action. In general theory, means that the theory is applicable to all kinds of teaching, not necessarily limited to English teachers. The action or behavior of a teacher in classroom teaching, according to Dunkin and Biddle (1974) is affected by variables such as (a) experience, (b) knowledge or mastery of teaching materials and teaching method, (c) intelligence, (d) personality, (e) belief, (f) attitude, and (g) values. The teacher's behavior (act) is also affected by his knowledge about students characteristics such as (a) cognitive abilities, (b) social economy background, (c) motivation, etc.

The two main factors play important role in planning the lesson and in implementing the plan as shown in the teaching variables proposed by Dunkin and Biddle (1974). The theory proposed by Dunkin and Biddle is said to be true and correct by Gage (2009). Gage go on with further elaboration of process variable, there are two kinds of thinking taking place, they are teacher thought process and student thought process. These thinking processes are affected by the two main parts of variable described.

In teaching recount, the teachers behavior or action are affected by the same factors, they are presage factors and context factors as mentioned above. The

difference is the specificity of the knowledge. In this case, the knowledge refers to the teacher's knowledge of (1) theory of recount text, such as its generic structure, linguistic features and social function, (2) knowledge of linguistic teaching, (3) knowledge of teaching reading comprehension in general and teaching recount in specific, (4) his knowledge of the students characteristics, such as his knowledge of the student background knowledge (in mastering vocabulary, sentence structure, etc.,), motivation, perceptions, expectations, attentional processes, attributions, memories, generations, understandings, beliefs, attitudes, learning strategies, and metacognitive [monitoring-own-thoughts] processes that mediate achievement.

D.   Research Methodology

This research was conducted by applying descriptive qualitative design. Ary (2010) says that qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings. Qualitative research studies behavior as it occurs naturally in a classroom, an entire school, a playground, an organization or community, or in settings as they are found. In this study, the writer used descriptive qualitative research which aims to observe the phenomenon that occurs in classroom during teaching and learning process of reading comprehension of recount text without getting any interventions from the writer.

The data of the study were the teacher's verbal behavior represented in her utterances of classroom interaction between the teacher and the students. The source of the data was taken from two English teachers who teach at grade 8. The first was from SMP Muhammadiyah 05 Medan and the second was from SMPN 37 Medan.

Technique of data collection which applied to get the data was passive participant observation with the tape and video records as a tool to record the interaction and interview to find the reason why the teachers did that way in teaching reading comprehension of recount text.

In this research, the writer used Miles, Huberman, and Saldana (2014) theory in analyzing the data, they were: data reduction, data display, and

conclusion drawing. First, in data reduction, the writer analyzed the data by watching the video, listening carefully to the recorder, making the transcription of teachers and students during the classroom teaching process, and checks the data by reading the transcription to see the context. Second, in data display, the writer showed or displayed the data which contained the classification of the way the teacher taught reading comprehension and the reason why, not only as generally but specifically and clearly. And last but not least, the writer concluded the result of the research based on the research problems and theory that were used.

E. FINDINGS

General Framework of Teachers' Ways

in Teaching Reading Comprehension of Recount Text

T	Teachers' Ways in Teaching Reading Comprehension of Recount Text		
	Pre-Reading Stage	**While-Reading Stage**	**Post-Reading Stage**
TZE	• Introduced the topic of the lesson. • Asked the students to open the book. • Asked for the students' prior knowledge about the topic of recount text. • Explained and elaborated about recount text genre; the definition, language features, social function and generic structure. • Recalled students' knowledge after explaining the genre knowledge.	• Asked the students to read aloud one by one. • Checked students' pronunciation. • Questioned the students to find where the part of the generic structure from the text. • Asked the students to underline some unfamiliar vocabularies and find the meaning in *Bahasa* related to the generic structure and language features of recount text related to the text. • Invited the students to come in front of the class to write the answer. • Managed the classroom to do reading comprehension in a group.	• Asked the students to do reading task in the group to answer the question. • Discussed and checked the answer together.
TOS	• Introduced the topic of the lesson. • Asked the students' background knowledge about the topic of recount text. • Explained the social function or the purpose of recount text. • Asked the students' past experience. • Asked the students to open the book. • Explained and elaborated about	• Asked the students' to read the text and discussed together to find where the part which showed the generic structure and language features of recount text from the text. • Asked the students to find the content which was in the generic structure specifically in the text by using WH-questions. • Managed the classroom to do a group task in reading comprehension of recount text.	• Asked the students to do reading task in a group to find out the answer from question in the paper. • Discussed in detail about the answer and related it to the genre knowledge of recount text. • Checked and clarified the students' answer together.

The Teaching of Reading Comprehension of Recount Text Stages		the genre of recount text; the definition, language features, social function and generic structure while looking for the text in the textbook.	

The result of the research showed that both of the teachers did 8 ways in teaching reading comprehension of recount text in general. These ways included in three steps of teaching reading stages which were elaborated into pre-reading stages, while-reading stages and post-reading stages. The application of those stages was framed in scientific approach activity in the classroom which elaborated into observing, questioning, experimenting, associating and communicating which showed as follow:

The Teaching of Reading Comprehension of Recount Text

The Teaching of Reading Comprehension of Recount Text Stages	Scientific Approach	Ways
Pre-Reading Stage	Observing	• Asking students' background knowledge about the topic (brainstorming) • Asking the student to open the book to see the material about recount text • Elaborating and discussing the content about recount text genre
While-Reading Stage	Questioning	• Asking the student to read the text on the text book • Discussing the example of recount text in the text book • Recalling students' knowledge about the characteristic of recount text
	Experimenting	• Managing the classroom to do a group task
Post-Reading Stage	Associating	• Asking the students to answer the reading question of recount text in a group
	Communicating	• Clarifying and justifying the students' answer together in the classroom

In specific, there was the difference. The teacher ZE concerned into the activity of reading aloud one by one by the students and asked the students to find the meaning of unfamiliar words in verb two relating to the text. Meanwhile the teacher OS concerned in the comprehension of the student by applying genre knowledge in indentifying the text and answering the questions by using WH-questions while delivering the material.

In investigating the reason why the teachers teach reading comprehension the way they do, the writer done the interview to the both of the teachers. The result found that the reason underlying the why the teachers did those ways in teaching reading recount text in their classroom because teachers believed that (1) by giving the students the material about the definition, generic structure, and language features can help the student to understand and recognize the characteristic of recount text; (2) the student will not be engaged by reading text activity if they just asked to read the text; (3) the information about genre knowledge can help the students in reading comprehension, and; (4) the competence of the students in mastering the reading recount text subject can be seen from answering the questions related to the text by doing reading comprehension.

F.   Discussion

The verbal behavior of the teacher during teaching process refers to the ways means the observable teachers action that showed by the teacher during the teaching and learning process. It could be seen from the result of this study that both of the teachers did 8 ways of teaching reading of recount text covered in scientific approach activity as it was determined by Indonesian's Government in 2013 Curriculum. In general, teaching reading comprehension of recount text is quite similar with teaching reading comprehension of any kinds of genre. The difference is the kind of text that is presented. In teaching reading comprehension of recount text, the teachers elaborated the genre knowledge about recount text. In specific, the ways of both of the teachers teaching reading activity were elaborated into three stages: pre-reading activity, while-reading activity and post-reading activity.

In pre-reading activity both of the teachers informed the students about the definition, the social function, generic structure, and language features of recount text. By teaching the students about the characteristic of recount text, the teacher activated the students' expectation about the text structure and made the student be more familiar with the text. The expectation is used in the while reading activity to lead the student to match their expectation and knowledge about the

11

genre to what is found in the text. After that, they can go on reading and do reading comprehension. In while-reading activity the two teachers performed some activities which matched with the students' needs. The teacher ZE chose the strategy to read aloud and find the meaning of unfamiliar words to help the student to understand about the text that was being discussed in order to keep the goal of reading comprehension, because the students were lack of the vocabulary. The teacher OS chose to apply WH-questions to ask students' understanding about the characteristic of recount text in the text and made the group discussion activities since the students had rich vocabularies and good background knowledge about the language features of the recount subject.

The reflected classroom interaction performed by the teachers can be seen as in general both of the teachers took the role in the classroom as the controller, organizer, and resource. It was not described clearly in this research as it is just reflected as the teaching and learning process of reading comprehension of recount text was took place in the classroom and there was the interaction between the teachers and the students. The teacher OS was also showed her role as the prompter in asking the students related the characteristic of recount text by using WH-questions. She also helped the students during group discussion which showed her role as the participant. Both of the teachers was showed their role as the assessor in post-reading stage where the teachers took their place in offering feedback in clarifying and justifying the answers of reading comprehension of recount text.

The action or behavior of a teacher in classroom teaching, according to Dunkin and Biddle (1974) is affected by variables such as experience; knowledge or mastery of teaching materials and teaching method; intelligence; personality; belief; and knowledge about students' characteristics. In teaching recount, the teachers behavior or action are affected by the same factors, the difference is the specificity of the knowledge. In this case, the knowledge refers to the teacher's knowledge of the theory of recount text, linguistic teaching, teaching reading comprehension in general and teaching recount in specific, and the students characteristics. So, the reason underlying why the teachers did those ways in teaching reading recount text in their classroom because teachers believed that by

giving the students the material about the characteristics of recount text can help the student to recognize the text and ease them in doing reading comprehension of recount text. Because, the student will not be engaged by reading text activity if they just asked to read the text since reading was not the passive skill, so students should be involved in joyful reading. To see the result whether the students understand or not about the reading of recount text the teachers believed it can be done by seeing the result of reading comprehension task.

In summary, the way of teaching reading comprehension of recount text may be vary due to the categories of teaching which influence each other in the classroom in order to achieve the goal of the success of reading comprehension. However, in general it was done in three stages, which are pre-reading stage, while-reading stage and post-reading stage. The difference of the teaching of reading comprehension of recount text from the other genre is located in the genre knowledge of the text which is elaborated in order to activate the students' schemata to ease the students in doing reading comprehension of recount text genre. The teacher is recommended to use the way which is suited to the students' situation.

G.   Conclusion

As the conclusion, the findings of the study confirm that the teachers in general did 8 ways in teaching reading of recount text in general. These ways included in three stages of teaching reading activity framed in scientific approach which was elaborated into pre-reading stages, while reading stages and post reading stages. The reason underlying why the teachers did those ways in teaching reading recount text in their classroom because teachers believed that by giving the students the material about the characteristic of recount text can help the student to recognize the text and help the students in reading comprehension of recount text. Because the student will not be engaged by reading text activity if they just asked to read the text and the competence of the students in mastering the reading recount text subject can be seen from answering the questions related to the text by doing reading comprehension.

H. Suggestions

In relation to the conclusion, the following are presented as the suggestions. For teachers, they should adjust what the best way and create the attractive atmosphere in teaching reading comprehension in the classroom to the students based on the students' needs in achieving the goals of reading comprehension.

For other researchers, who are interested in investigating the teaching reading, should do some further study to create another research in order to enrichment the study about it.

I.   Reference

Abdullah, A. (2005). *The effects of an English teacher's teaching methods on students' reading comprehension skills* (Unpublished master's dissertation). Aga Khan University, Karachi, Pakistan.

Antoni, Nurman. (2010). *Exploring EFL Teachers' Strategies in Teaching Reading Comprehension*. ISSN 1412-565X 51. Vol. 11, No. 2.

Ary, Donald. Et al. (2010). *Introduction to Research in Education*. Eight Edition. Canada: Nelson Education.

Brown, H Douglas. (2001). *Teaching by Principle (second edition)*. New York: Adison Wesley Longman, Inc.

Gage, Nathaniel L. (2009). *A Conception of Teaching*. USA: Springer Science.

Grabe, William and Stroller, Fredricka L. (2011). *Teaching and Researching Reading Second Edition*. Great Britain: Pearson Education Limited.

Harmer, J. (2007). *How to Teach English 2nd Edition*. Harlow: Longman.

Hedge, Tricia. (2003). *Teaching and Learning in the Language Classroom*. London: OUP.

Klingner, J. K., et all. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: Guilford Press.

Knapp, Peter and Watkins, Meghan. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: UNSW Press Book.

Miles, M.B, Huberman, A.M, and Saldana, J. 2014. Qualitative Data Analysis, A Methods Sourcebook, Edition 3. USA: Sage Publications.

Paltridge, B., 2002. *Genre, text type, and the english for academic purposes (EAP) classroom. In Ann M. Johns (Ed.), Genre in the classroom: Multiple perspectives*. Marwah, New Jersey: Lawrence Erlbaum Associates, Publishers. pp: 73- 90.

Richards, J. C., and Charles, L.. (2007). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Sibarani, Berlin. (2016). *English Teachers' Competence in Applying Genre Knowledge in Teaching Reading Comprehension: An Analysis on Classroom Practice*. Journal of Education and Social Sciences, Vol. 4, (June). ISSN 2289-9855.

Snow, Catherine. (2002). *Reading for Understanding.* Santa Monica: RAND.

Tran, Nga D. (2015). *Reconceptualisation of approaches to teaching evaluation in higher education.* Issues in Educational Research, 25(1).

Wallace, Catherine. (1992). *Reading.* Oxford: Oxford University Press.

William, Eddie. (1998). *Reading in the Language Classroom*. Hertfordshire: Phoenix