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Evaluating the Classroom Interactions and Knowing the Implications for Students' Reading Abilities

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Abstract
The researcher adapted the Flanders Interaction Analysis Categories (FIAC) as a tool to observe a series of reading learning in the lower grades with the aim of evaluating the classroom interactions and knowing the implications for students' reading abilities in Public Elementary School (SDN) 012 Langkanae, Palopo City. Using a qualitative research method with descriptive techniques, the data was collected through observation and analyzed interactively in three main stages, namely data reduction, data presentation, and conclusion drawing and verification. The results of the research proved that the interaction created in reading learning in the lower grades at Public Elementary School (SDN) 012 Langkanae, Palopo City was multi-directional and teacher-centered. Teacher-centered interaction means that the teacher has the most power in learning in the classroom but is not dictatorial and students are the object. The classroom interaction used by the teacher in learning to read in the low grade has good or positive implications for students' reading skills. So, the pattern of multi-directional interaction that is centered on the teacher and the characteristics of teacher learning that is fun and always provides opportunities for students to express ideas or initiatives can improve the reading ability of low grade students in elementary schools.

Keywords: reading, learning interactions, FIAC, learning success, learning evaluation

Introduction

Classroom interaction process is an important pattern in the teaching and learning process. The classroom interaction takes place between actors or participants, namely the teacher and students or students and other students. Class interaction requires a pattern of reciprocity, giving and receiving ideas or information, sharing feelings and experiences, and accepting problems and providing solutions. It is believed that classroom interaction is a determinant of student learning success. This is in line with Berlo's opinion (in Arief, 2016) that the interaction between teachers and students using relaxed, communicative, and dynamic language during the learning process determines the success of student learning because the absorption of the message content from this communication interaction becomes more effective. Luz (2015) suggests building good classroom interactions to improve the quality of learning. In fact, Nunan (Arief, 2016) states that classroom interaction is a determinant of student success in learning language or literature in addition to facilitating the learning process itself. Therefore, it becomes very important for teachers to foster good classroom interactions during the learning process.

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In addition to the reasons for success in learning, the importance of fostering classroom interaction is also due to reasons of student learning comfort as stated by Che Ahmad, Shaharim, and Abdullah (2017). They asserted that fostering classroom interaction with regard to student involvement, needs, and characteristics influences learning comfort. Classroom interaction makes the perspective of student learning becomes broader, helping them not to just understand the material, but to develop principles of openness, mutual acceptance, mutual assistance, and learning to progress together so that conducive classroom atmosphere is formed on the basis of familiarity. Terzi and Çelik (2005) also reveal that classroom interactions are very important to be fostered in order to avoid the distance or separation between teachers and students or students and other students since a learning interaction in the classroom exists intensively only between the teacher and certain students (such as students who are smarter or more active in learning) or between certain groups of students.

Classroom interaction envisages several domains and sub- domains that use language and speech act is one of them. A speech act is utilized for exchange of information or any such action that utilizes language to convey the speaker's expressions. Teachers use speech acts as a concept or a guiding tool in teaching and learning activities. Speech acts help them to understand classroom interaction both as a language process and a learning process. Teachers are greatly benefited by the findings of several experts who have performed discourse analysis of speech acts in class interaction and conceptualized it in numerous contexts. Some of these experts include Flanders (1970), Moskowitz (1971), Burton (1981), Sinclair and Coulthard (1975), Van Ek (1976), Grice (1981), and Leech (1993). These experts have successfully established speech acts in models of discourse conducive to the teaching profession explaining their types, functions, and sub-functions.

This study aimed to investigate such models of discourse in the context of class interaction, specifically the model proposed by Flanders (1970). The reason is that this model systematically explains learning procedures in relation to learning behavior, class interactions, and learning outcomes arising from these class behaviors and interactions. Flanders (1970) also introduced a speech act observation system in class interactions known as the *Flanders Interaction Analysis Categories System (FIACS)*. This system was used by Flanders to observe the relationship between teaching behavior, class interactions, and the results of teaching itself (Arief, 2016). The current study utilized this system to examine the extent to which this system can help to understand class interaction as a form of communication between teachers and students or between students themselves. The study also used the observation tool to record what kind of class interactions occur during the learning process.

Literature Review

There is no dearth of studies on classroom interaction, both theoretical and empirical, but with varying research results. These studies mainly deal with worst impact that would occur when class interaction is not implemented properly. For instance, the learning process may not be conducive (Razaq, 2014; Wachyudi, Sriudarso, & Miftakh, 2014); students' learning motivation may be disrupted (Che Ahmad et al., 2017; Dewi, Widiana, & Dibia, 2016) and it might result in poor student achievement (Meilani, 2015; Rizawati, Sulaiman, & Syafrina, 2017).

Class interaction as a communication activity can be explored further by involving various disciplines of linguistics. One of them is pragmatics, a field of linguistics whose existence is very close to human life as a language user. The phenomenon of the use of language as well as classroom interactions is the realm of pragmatics. Pragmatics can be practically defined as the study of the meaning of utterance in certain situations (Djajasudarma, 2012). Speakers when interacting not only makes sounds of language but also have a specific purpose of the speech delivered to the speech partner (Leech, 1993), which reveals that pragmatics is the study of meaning related to *speech situations*, with classroom integration as one such situation. The scope of pragmatic studies is divided into several parts, one of which is speech act. Djajasudarma (2012) explained that speech acts are actions in the form of actions using language. The action is often used to state something, such as providing information, ordering, submitting an application, and so on. The action or action utilizes language to convey the intent or purpose of the speaker. The findings of the use of speech acts are often used by teachers in teaching and learning activities. Therefore, understanding classroom interaction as a language process to make learning successful by the teacher can be done by reviewing the speech acts used during the learning process.

The model of discourse study on speech acts in class interaction has been widely conceptualized by experts such as Flanders (1970), Moskowitz (1971), Burton (1981), Sinclair and Coulthard (1975), Van Ek (1976), Grice (1981), and Leech (1993). These experts expressed opinions and ideas about the types, functions, and sub-functions of teacher speech acts. Flanders developed a method of analyzing class interactions in the 1970s. The method is known as *Flanders' Interactional Analysis Categories System (FIACS)*. Flanders argued that effective teaching depends on how much the teacher is able to influence students' behavior, both directly and indirectly (Arief, 2016). There are ten categories in FIACS, seven of which are used to categorize various aspects of what is conveyed by the teacher, namely acceptance, praise, accepting student ideas, asking,

teaching, directing and giving orders, criticizing or responding, students, initiative, peaceful or noisy. The next two categories are used to categorize what students say, namely criticizing or justifying and student responses. And the last category is used when the class is quiet or there is confusion (Arief, 2016). Based on the ten categories of classroom interaction, Flanders formulated eight formulas to determine the patterns of class interaction that are formed or can be known when the ten categories are known, namely the intensity of the teacher speaking (TS), students speaking (SS), silence (S), teacher response ratio (TRR), teacher direct response ratio (TDRR), student innovation ratio (SIR), content change ratio (CCR), and fixed student ratio (FSR).

Flanders in Arief (2016) explains that the teacher's speech intensity (TS) is an interaction pattern that shows the intensity or percentage of the amount of time or opportunity used by the teacher to speak during teaching and learning process. Student talk (SS) is a pattern of interaction that shows the intensity or percentage of the amount of time or opportunity used by students to talk during classroom interaction. Silence (S) is a pattern of interaction that shows the intensity or percentage of silence (no interaction) of the actors involved in the interaction (teacher and students). The teacher response ratio (TRR) is an index of the teacher's tendency to react to responding to students' ideas and feelings. The teacher's direct response ratio (TDRR) is the teacher's tendency to respond to students' ideas and feelings into class discussion when the student has finished speaking. Student innovation ratio (SIR) is a proportion of the tendency of initiative from students to start a conversation. The content change ratio (CCR) is an indication of the degree of teacher direction in directing the content of the conversation. Fixed student ratio (FSR) is an index of the speed of interaction of teachers and students.

Learning to read is one of the competencies taught to students in low grades. The success of learning to read in the lower grades is very important to note, because it is the foundation for the specialization and success of student learning in the next stage (lessons in advanced classes). If language and literary learning in the low class fails, then it is most likely that similar things will happen in the high class. Therefore, learning in the low class is like "building a foundation to produce a sturdy building". Thus, the teacher's task to teach reading skills in low classrooms becomes very difficult. However, as stated by experts and research also makes it evident that only teachers can create conducive learning environment, motivate students to learn, and enhance student learning outcomes. This is possible only through a valid and well planned classroom interaction.

Past research has evidence of solutions to teachers' complex situation that they face in classroom interaction. The current research contributes to this domain by finding alternative solutions to enhance teachers' knowledge to apply classroom interactions systems in managing the classroom, particularly the *FIACS* as a good practice. This study would also provide useful insights about classroom interaction and guide teachers how to manage problems they encounter during the learning process.

Method

- *Research design*

This research adopted a qualitative research design with descriptive phenomena because the study necessitates describing class interactions that occur in reading in a low grade classroom. In such a descriptive study, reality is dual, holistic, and the result is the understanding of the construction of the phenomenon (Sugiyono, 2011). Additionally, qualitative research is a study approach that involves social phenomena not in the form of numbers but are used as a basis for drawing conclusions (Damono, 1978). *Flanders' Interactional Analysis Categories System* (FIACS) method was used to understand classroom interactions in a reading class of low grade. There are ten categories in FIACS, seven of which are used to categorize various aspects of what is conveyed by the teacher, two categories are used to categorize what students say, and the last category is used when the class is quiet or there is confusion (Arief, 2016).

- *Sampling and research site*

The study was based on teachers and lower grade students in public elementary school (SDN) 012 Langkanae, Palopo City. Three classrooms were identified for observation and talking down notes.

- *Research instrument and data collection*

Four data collection techniques were used in this study, namely literature study, observation techniques with the help of tape recorders and observation sheets, note-taking techniques, and results documentation techniques. Miles and Huberman (1992) suggested that the activities in qualitative data collection are carried out interactively and continued until the data is saturated. The size of data saturation is characterized by no longer obtaining new data or information.

- *Data analysis*

The data analysis included steps like data reduction, data display, drawing conclusion and finally verification. However, to analyze the data, it was first required to record all class interactions that occur during the learning process before applying these stepsResearchers transcribe conversations during the teaching and learning process and translate them in the form of descriptive codes and analyze them using *Flander's Interaction Analysis Categories* (FIAC).The data in this study was analyzed keeping in mind all forms of classroom interaction that can occur in teaching reading to low grade students. Class interaction was seen as a form of communication interaction that linked teachers and students or students themselves.

Results

- *First Observation Result Data of Reading Learning*

Table 1 exhibits the results of the analysis of class interactions (first observation) of the classroom interaction of a reading class of low-grade students at public elementary school (SDN) 012 Langkanae, Palopo City.

Table 1. *First observation matrix analysis results*

No	Category	Percentage
1	Accepting	6.57
2	Praise	1.82
3	Accept student ideas	0.73
4	Asking	14.96
5	Teaching	4.74
6	Directing and giving orders	25.99
7	Criticize or justifying	5.13
8	Students' response	22.18
9	Student initiatives	1.82
10	Peaceful or crowded/ noisy	16.06
		100%

The data in Table 1 represents the results of the matrix analysis of teacher and student interactions in learning to read in the low class at the first observation. Table 1 shows that class interaction on the indicator of accepting is 6.57%, on the interaction of praise is 1.82%, on the interaction of receiving students' ideas is 0.73%, on the interaction of asking questions is 14.96%, on the interaction of teaching is 4.74%, on the interaction of directing and giving orders is 22.99%, on interactions to criticize or justify is 5.13%, on interaction of student responses is 25.18%, on interaction of student initiatives is 1.82%, and on peaceful or crowded interactions is 16.06%. These numbers suggest that activities of teachers in reading learning have different proportions, namely the percentage of teachers who motivate students to accept is 6.57%; that of praising students is 1.82%; that of accepting student ideas is 0.73 %; that of asking questions to students is 14.96%; that of teachers using teaching material is 4.74%; that of giving direction and instructions to students is 22.99%; that of teachers criticizing and justifying students' opinions is 5.11%; and so on.

Based on the values shown in Table 1, it is obvious that the percentage of teachers in giving direction and instructions to students reaches the highest value (25.99%) compared to other activities of teachers like praising students, accepting their ideas, giving questions to students and criticizing and justifying students' opinions. This can be identified that the teacher always provides opportunities for students to experiment, so students can develop their reading skills.

Activities undertaken by students while learning to read also have different proportions. This statement can be seen from the percentage of students in responding to teachers by 22.18%, while the percentage of students in expressing their initiatives was 1.82%. From these values it is known that students are more active in responding to teacher's commands than expressing their own initiatives. While the value of noise or silence in reading learning is 16.06%. This value indicates that the hustle and silence that is created in the learning process is very low. This means that teachers and students do a lot of activities related to the material compared to activities outside the material.

Based on the results of class interaction analysis for the first observational data above, indications of classroom interaction patterns that occur in reading learning can be determined by calculating the amount of teacher speech intensity (TS), student speak (SS), silence (S), teacher response ratio (TRR), teacher direct response ratio (TDRR), student innovation ratio (SIR), content change ratio (CCR), and fixed student ratio (FSR). The results of the analysis indicate indications of class interaction patterns at the first observation are shown in Figure 1.

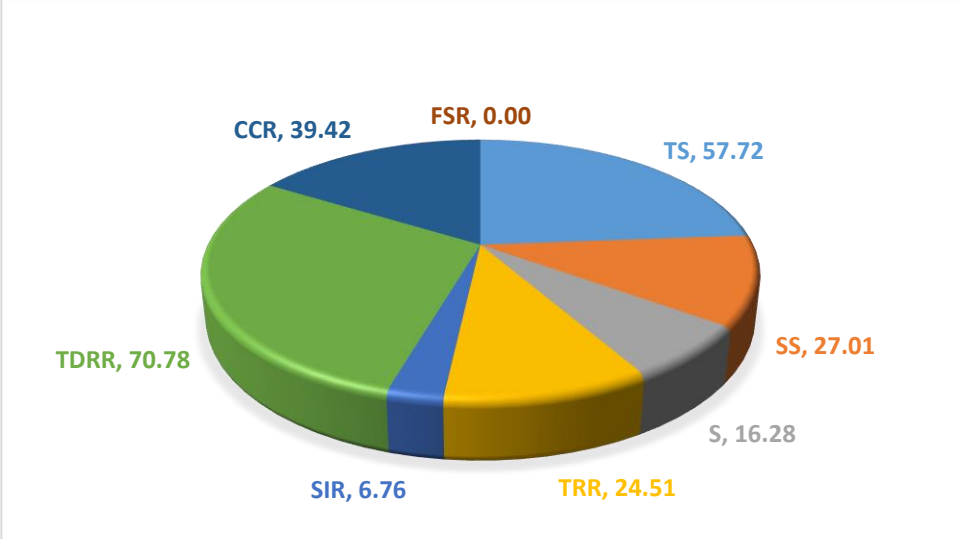

Figure 1. *Indication of first observation interaction patterns*

Based on teacher and student interaction data at the first observation, it can be described an indication of the pattern of classroom interaction in learning to read in the low class that is the proportion of teachers speaking (TS) has the largest value of 57.72%. This value indicates the total interaction time spent by the teacher during the lesson. The value of students speaking (SS) of 27.01%, the value indicates the total interaction time spent by students during the lesson. The value of students speaking is almost the same as the value of silence which is 16.28%. The value of silence indicates that the time of silence or conversation is not indicated during the lesson. Teacher Response Ratio (TRR) of 24.51%, the value indicates the index of the teacher's tendency to react to responding to students' ideas and feelings. The value of the Student Initiative Ratio (SIR) of 6.76%, the value indicates the proportion of student initiative in starting a conversation. The value of the Teacher's Direct Response Ratio (TDRR) of 70.78%, the value indicates the high level of teacher's tendency to respond to students' ideas in the discussion once the student has finished speaking. Content Change Ratio (CRR) of 39.42%, the value illustrates the degree of teacher's direction in directing the content of the conversation. Fixed Student Ratio (FSR) is an index of the speed of interaction of teachers and students. Then the value of the Fixed Student Ratio (FSR) is equal to 0%, the value indicates an index of the speed of interaction of teachers and students.

- *Second Observation Data of Reading Learning*

The results of the analysis of class interactions (second observation) that occurred in low-grade reading learning at public elementary school (SDN) 012 Langkanae, Palopo City, are as shown in Table 2 below.

Table 2. *Second observation matrix analysis results*

No	Category	Percentage
1	Accepting	5.86
2	Praise	4.23
3	Accept student ideas	3.58
4	Asking	21.17
5	Teaching	4.88
6	Directing and giving orders	15.33
7	Criticize or justifying	4.88
8	Students' response	23.13
9	Student initiatives	4.56
10	Peaceful or crowded/ noisy	12.38
		100%

The data in Table 2 above represents the results of the matrix analysis of teacher and student interactions in learning to read in the low class on the second observation. From this table, it can be explained that the class interaction on the indicator of acceptance is 5.86%, the interaction of praise is 4.23%, the interaction receives the idea of students at 3.58, the interaction of asking questions is 21.17, the interaction of teaching is 4.88%, the interaction of directing and giving orders is 15.31%, the interaction criticize or justify at 4.88%, interaction of student responses at 23.13%, interaction between student initiatives at 4.56%, and peaceful or busy interactions at 12.38%.

Table 2 above shows that the activities of teachers in reading learning have different proportions, namely the percentage of teachers in motivating students by 5.86%, the percentage of teachers in giving praise to students by 4.23%, the percentage of teachers in receiving student ideas by 3.58%, the percentage of teachers in giving questions to students by 21.17%, the percentage of teachers in teaching material by 4.88%, the percentage of teachers in giving direction and instructions to students by 15.31%, the percentage of teachers in criticize and justify students' opinions of 4.88%. Based on the values produced by the teacher it can be seen that the percentage of teachers in giving direction and instructions to students reaches the highest value compared to the activities of teachers in motivating students, teachers in giving praise to students, teachers in accepting student ideas, teachers in giving questions to students amounted to, the teacher in teaching material, as well as the teacher in criticizing and justifying students' opinions. This can be identified that the teacher always provides opportunities for students to experiment, so students can develop their reading skills. While the average value of the activities carried out by teachers during learning amounted to 59.91%. The average value is derived from the total value of all teacher activities.

Activities undertaken by students while learning to read also have different proportions. This statement can be seen from the percentage of students in responding to teachers by 23.13%, while the percentage of students in expressing their initiatives was 4.56%. From these values it is known that students are more active in responding to teacher's commands than expressing their own initiatives. While the value of noise or silence in reading learning is 12.38%. This value indicates that the hustle and silence that is created in the learning process is very low. This means that teachers and students do a lot of activities related to the material compared to activities outside the material.

Based on the results of the analysis of classroom interactions for the second observation data above, indications of classroom interaction patterns that occur in reading learning can be known by calculating the amount of speech teacher intensity (TS), students talking (SS), silence (S), teacher response ratio (TRR), teacher direct response ratio (TDRR), student innovation ratio (SIR), content change ratio (CCR), and fixed student ratio (FSR). The results of the analysis indicate indications of class interaction patterns at the first observation as follows.

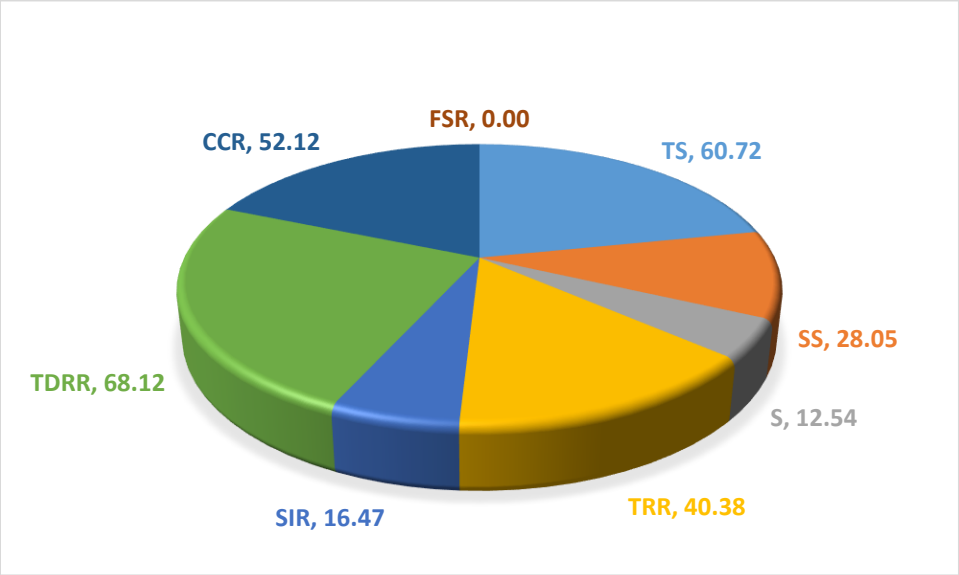

Figure 2. *Indication of second observation interaction patterns*

Based on data about the teacher and student interaction variables in the second observation, it can be described that the proportion of teachers speaking (TS) has the largest value of 60.72%. This value indicates the total interaction time spent by the teacher during the lesson. The value of students speaking (SS) of 28.05%, the value indicates the total interaction time spent by students during the lesson. The value of students speaking is almost the same as the value of silence which is 12.54%. The value of silence indicates that the time of silence or conversation is not indicated during the lesson. Teacher Response Ratio (TRR) of 40.38%, this value indicates the index of the teacher's tendency to react to responding to students' ideas and feelings. Student Initiative Ratio (SIR) value of 16.47%, the value indicates the proportion of students' initiative in starting a conversation. The value of the Teacher's Direct Response Ratio (TDRR) of 68.12%, this value indicates the high level of teacher tendency in responding to students' ideas in the discussion as soon as the student has finished speaking. Value of Content Change Ratio (CCR) is 52.12%. %, the value illustrates the degree of teacher's direction in directing the content of the conversation. Then the value of the Fixed Student Ratio (FSR) is equal to 0%, the value indicates an index of the speed of interaction of teachers and students.

- *Interpretation of Observation Results of Class Interactions in Learning to Read in Low Classes Using Flander's Interaction Analysis Categories (FIAC)*

Interpretation of variables is the average value obtained from the interaction variables of teachers and students in learning to read in low grades by referring to the results of the first and second observational data analysis. Interpretation of teacher and student interaction variables can be seen in Table 3 below.

Table 3. *Interpretation of class interaction indicators*

Indicator	Observation 1	Observation 2	Interpretation
TS	57.72	60.72	59.22
SS	27.01	28.05	27.53
S	16.28	12.54	14.41
TRR	24.51	40.38	32.45
SIR	6.76	16.47	11.62
TDRR	70.78	68.12	69.45
CCR	39.42	52.12	45.77
FSR	0	0	0

Table 3 above shows the data regarding the comparison of class interaction variables in the first and second observations, as well as the interpretation of the variables produced between the first and second observations. In the table it can be seen that the interpretation of the teacher speaking variable (TS) is 59.22%, the value is derived from the value of the teacher speaking variable at the first observation that is equal to 57.72% plus the teacher speaking variable value at the second observation that is equal to 60.72% divided by two. The teacher's activity in speaking at the first observation was lower by 3% compared to the second observation, meaning that on the second observation the teacher spoke more frequently than at the first observation.

Interpretation of the variable of students speaking (SS) of 27.53%, the value is derived from the value of the variable of the teacher speaking at the first observation which is 27.01% plus the value of the variable of the teacher speaking at the second observation that is equal to 28.05% divided by two. In the second observation the students' speaking activity increased by 1.04% from the first observation, meaning that the students were more active speaking in the second observation compared to the first observation. Interpretation of the silence variable (S) is 14.41%, the value of the silence variable at the first observation is 16.28%, and the value of the silence variable at the second observation is 12.54%. Based on these values the silence in the first reading learning is higher than the second reading learning. This means the teacher is able to reduce the level of learning ineffectiveness by 3.74%.

The teacher response ratio variable (TRR) on the first observation is 24.51% and the teacher response ratio variable on the second observation is 40.38%, so the interpretation of the teacher response ratio variable is 32.45%. The variable ratio of teacher responses to the first reading learning was 7.93% lower than the second reading learning. The student initiative ratio (SIR) variable at the first observation was 6.76% and the student initiative ratio variable at the second observation was 16.47%, while the interpretation of the teacher response ratio variable produced was 11.62%. The variable ratio of student initiative on the first reading learning is 9.71% lower than the second reading learning. Interpretation of teacher direct response ratio variable (TDRR) is 69.45%, teacher direct response ratio variable at first observation is 70.78%, and teacher direct response ratio variable at second observation is 68.12%. The ratio of the teacher's direct response variable to the first reading learning was 1.33% compared to the second reading learning.

The content change ratio (CCR) variable at the first observation is 39.42%, the content change ratio variable at the second observation is 52.12%, while the interpretation of the content change ratio variable produced is 45.77%. The variable ratio of student content change in the second observation increases by 12.7%. Fixed Student Ratio (FSR) variable on the first observation and second observation is seen at 0%, while the interpretation of the student fixed ratio variable is 0%. There is no increase or decrease in the student's fixed ratio.

- *Description of Reading Ability*

This study determined the impact of classroom interaction arrangements on student learning success in terms of their learning outcomes. Therefore, at the end of the lesson the teacher evaluated learning outcomes. The learning outcomes in question are students' reading ability. Reading ability data was obtained through documentation of reading ability test results conducted by the teacher. The teacher assesses students' reading ability with several indicators, namely mastery of vocal techniques and mastery of performance. Mastery of vocal techniques consists of several sub-indicators, namely pronunciation, pitch, stress, intonation and

duration. Meanwhile, the sub-variable indicators for mastery of performance are divided into two, namely expression and stage mastery. The summary of the results of the reading ability test in the low grades documented by the researchers is shown in Table 4 below.

Table 4. *Summary of student reading ability test results*

No.	Aspect	Max Score	Average	Percent	Category
1	Mastery of vocal techniques				
	a. Pronunciation	15	8.44	84	SB
	b. Tone	15	8.16	81	SB
	c. Pressure	15	8.12	81	SB
	d. Intonation	15	8.31	83	SB
	e. Duration	10	7.94	79	B
2	Mastery of appearance				
	a. Expression	15	9.53	63	C
	b. Stage mastery	15	756	76	B
Average amount		100	58.06	547	B
Average value			78.14		

The data in Table 4 shows that the percentage of achievement in the classical aspect of pronunciation is 84% or included in the excellent category. The percentage of achievement of the classical value of the tone aspect is 81% or included in the excellent category. The percentage of achievement of the classical value of the pressure aspect is 81% or included in the excellent category. The percentage of classical value achievement intonation aspects is 83% or included in the excellent category. The percentage of achievement of the classical value of the aspect of duration (setting the tempo on all readings) is 79% or included in either category. The percentage of classical value achievement aspects of expression (limb movements and expression) by 63% or included in the sufficient category. The percentage of achievement of the classical value aspects of mastery of the stage by 76% or included in either category. The lowest percentage achievement was found in the aspect of expression (limb movements and expression), which was only 63%. While the percentage of achieving the highest value is in the aspect of memorizing that is equal to 92%. So, the average value of students in classical reading skills reached 78.14 or included in either category.

Discussion

The data shows that the percentage of teacher activity in accepting category at the first observation is higher at 6.57% compared to the percentage value at the second observation at 5.86%, at the first observation the percentage value of the teacher in giving praise to students is lower at 1.82% compared to the second observation that is equal to 4.23%, in the first observation the percentage value of the teacher in accepting students' ideas is lower by 0.73% compared to the second observation which is 3.58%, in the first observation the percentage value of the teacher in giving questions to students is lower at 14.96 % compared to the percentage value in the second observation which is 21.17%, in the first observation the percentage value of the teacher in teaching material is lower that is 4.74% compared to the second observation which is 4.88%, in the first observation the percentage value of the teacher in giving directions and commands to students were higher at 22.99% compared to the second observation at 15.31%, in the first observation the percentage of teachers in criticizing and justifying students' opinions was higher at 5.11% compared to the second observation at 4.88%. From diagram 1 above also shows the value of the percentage of student activity in the first observation in responding to the teacher is higher that is 25.18% compared to the second observation which is 23.13%, while the percentage value of students in expressing their initiative on the first observation is lower that is 1.82% compared to the second observation at 4.56%. Then the value of the percentage of noise or silence at the first observation was higher at 16.06% compared to the percentage value at the second observation at 12.38%.

Based on the above statement, it can be concluded that the praise given by the teacher to students can trigger the level of student activity (Che Ahmad et al., 2017; Dewi et al., 2016); teacher attitudes that are open to student ideas can trigger student enthusiasm for learning and student confidence (Pennings et al., 2014); the number of questions given by the teacher can trigger students to issue their ideas (Che Ahmad et al., 2017; Dewi et al., 2016; Luz, 2015; Santos et al., 2015); the high value of teacher activities in teaching material can make students more understanding of the material; the teacher's habit of giving orders to students will actually hamper student initiative because students are more often governed than issuing their own initiatives, this will limit students' room for experimentation; teachers do not often give criticism to students because criticism can cause students to be afraid or embarrassed in issuing ideas even though criticism also needs to direct students; active teachers and students in learning are able to reduce the level of noise or silence when learning takes place (Majid, 2017; Meilani, 2015; Nasruloh, 2013; Putri & Pulungan, 2014; Razaq, 2014; Rizawati et al., 2017; Sulistyanti, 2008).

Based on data on the teacher and student interaction variables above, it can be described that the proportion of teachers speaking (TS), Students Speaking (SS) and Silence (S) shows the proportion of activities that differ between teachers and students. Among these three characteristics, the teacher spoke had the highest value at 59.22%. This indicates that during the lesson the interaction is centered on the teacher ie the teacher is more active in the classroom compared to students. However, it is more appropriate to do this considering the character of students who tend to be passive, so the teacher must work hard to provoke students to be active. Teacher activities include verbal and written activities.

On the other hand, the students' speaking score is quite low, which is 27.53%. However, this value is greater than the silent value, which is 14.41%. The Teacher Response Ratio (TRR) is 32.45%, this shows the large number of teachers' tendencies to respond to students' ideas. The teacher is quite responsive in interacting with students. The teacher repeats the students' answers to show their agreement. Sometimes he also gives praise to students' answers.

Student Initiative Ratio (SIR) indicates the proportion of student initiative in starting a conversation. A Student Initiative Ratio (SIR) of 11.62% indicates that students have little desire to express their ideas. This usually occurs in teacher-centered interactions that is the teacher has power in the classroom and students follow the instructions. This indicates that student questions are only the result of teacher stimulus (material explained by the teacher).

When students are silent, the teacher spontaneously gives a provocation to students by praising or uniting student ideas to be discussed in class. This is indicated by the value of the Teacher Direct Response Ratio (TDRR) of 69.45%. This value shows that the teacher is quite active in developing the atmosphere. The teacher manages the class well by giving other material or questions that attract students to follow the lesson. The content change ratio (CCR) shows how big the teacher's role is in directing the content of the conversation.

This is indicated by the number of talks in columns and rows four and five which focus on the teacher's statement that leads to the process of class setting. Content Substitution Ratio Value of 45.77%, the value indicates that teachers tend to directly direct students to certain topics. In the first and second observations, the teacher uses statements and questions in providing information to students. After giving an explanation, the teacher gives a modeling of reading, then students imitate and continue to practice continuously until students are able to read well. If the students' ability to read is impressed well, then the teacher gives an evaluation to students. The evaluation is in the form of asking students to read in front of the class with the correct pronunciation, tone, and intonation. In providing these evaluations, students are told to pay attention to each other and assess each other in order to develop students' reading skills.

Fixed Student Ratio (FSR) is an index of the speed of interaction of teachers and students. Student Fixed Ratio Value of 0%, this value indicates that there is no fast interaction between the teacher and students. The patterns of interaction that occur in learning to read are multi-directional, namely teacher-student, student-teacher, and student-student interactions. However, the teacher-centered interaction means the teacher has the most power in learning and students become the object of interaction. In learning to read, the teacher and students give reciprocal responses, while the interaction of students with other students does not deviate from the teaching material. This is why the pattern of interaction is multi-directional. Aside from being multi-directional, the interactions that occur are also educational. That is, the interaction of teacher and student takes place in a bond for educational and teaching purposes. In the process of interaction, the teacher is able to provide and develop motivation and reinforcement to students to carry out learning activities optimally.

The results of data analysis regarding the proportion of teachers and students speaking in class showed that the value of teachers speaking (TS) was 59.22%, the value of students speaking (SS) was 27.53% and silence (S) was 14.41%. The speaking teacher has the greatest value of 59.22%, from this value it can be concluded that the teacher is the only person who has power in the classroom when learning to read. This shows that the interaction is centered on the teacher. The teacher is the only one who has power in arranging class, determining the topic of discussion and giving new knowledge to students. The teacher sets an example for students in the teaching process. In each activity, the teacher will start from himself and then followed by students. For example, the teacher gives examples of how to read with the correct pronunciation and intonation and then students are asked to follow. In other words, the teacher holds two roles in the class, controlling and facilitating. This can also be identified from the activities of students who always imitate their teacher. Students listen to the teacher's instructions and respond to the teacher's directions as quickly as possible. They tend to be more passive in expressing their own ideas. They are just waiting for the teacher's instructions and explanations. This is a characteristic of teacher-centered interaction.

Interactions that occur between teachers and students in learning to read are multi-directional. Multi-directional interaction means that teachers and students respond to each other in interacting even one student with other students also have the opportunity to do interactions that do not deviate from the learning material. The statement was corroborated by the Teacher Response Ratio (TRR) value of 32.45% and the value of Student Initiative Ratio (SIR) of 11.62%. The Teacher Response Ratio (TRR) value indicates that the teacher is quite responsive in responding to students' ideas and initiatives, while the value of the Student

Initiative Ratio (SIR) indicates that the proportion of students talking in responding to the teacher and expressing ideas / initiatives is quite high. One student's interaction with other students occurs in the form of discussion that does not deviate from the learning material and criticism or suggestions given by one of the students in assessing readings made by other students. The statement was proven by the students' score in speaking by 27.52%. If the Student Initiative Ratio (SIR) is 11.62%, then the value of one student's interaction with other students is 15.90%.

The teacher is very concerned about students' feelings during the learning of reading takes place. The teacher always gives attention to students who are sick or students who are less enthusiastic in learning, namely by providing motivation to them. When students are bored with learning, the teacher always performs special tricks to get students back excited by making the learning process pleasant for grade I students in elementary school, namely by holding games for example, the teacher invites them to sing, tell stories, and include student experience or daily events, with a note all that does not deviate from the main topic of teaching reading. What was done by the first grade teacher at that time was very much in accordance with the opinion of (Hurlock, 2002) which explained that childhood is a time of play because in this process children learn through games. Bruner in Hurlock (2002) also explains that playing in childhood is a serious activity that is an important part of development. From the opinions of the two experts, it can be concluded that playing is a serious activity and even a basic activity in childhood. Therefore low grade teachers must color learning to read with fun activities. According to the teacher, teaching in the low class must apply the principle of "playing while learning". As a result, in reading learning, the students seemed happy and enthusiastic about the lesson, this can be seen from the average value of student responses of 24.16% and the average value of student initiative on the first and second observations of 3.19%. This value appears that students are quite active in learning to read. This is identified from the attitude of students who always respond to the teacher's commands and always scramble if asked by his teacher to read.

The evaluation used by the teacher consisted of a reading skills test and a student attitude test. The reading skills test is conducted at the teacher's request to the students to read in front of the class with all the criteria determined by the teacher, while the student's attitude test is obtained from the teacher's observation of the student's attitude at the time the reading learning process takes place. From the results of this reading skills test it can be seen the level of ability of first grade students in reading, while the results of student attitude tests are intended to determine the high or low response given by students to teachers. The high level of student ability can be assumed that the teacher has succeeded in teaching reading material. Then the higher response given by students to the teacher when learning to read can be assumed that fish reading learning conducted by the teacher at that time was very fun and not boring for students.

The average value of students in classical reading skills reached 78.14 or included in either category. The average is derived from the total score of each aspect assessed in reading, namely aspects of pronunciation, tone, pressure, intonation, duration (setting the tempo on all readings), expressions (gestures of the limbs and facial expressions), and mastery of the stage. Overall reading skills have met the achievement target of 70 in the class average. The average value indicates that the teacher has successfully taught reading skills.

Learning in class basically rests on the interaction process of the learning actors involved in it, namely between the teacher and students or students and other students who are then known as class interactions. Class interaction requires a pattern of reciprocity, giving and receiving ideas or information, sharing feelings and experiences, and accepting problems and providing solutions. Class interaction becomes very important in a teaching and learning process. It is even said that classroom interaction is a determinant of student learning success. This is as stated by Berlo (Arief, 2016) that the interaction between teachers and students using fresh, communicative, dynamic language during the learning process takes place greatly determines the success of student learning because the absorption of messages from these interactions becomes more effective. Luz (2015) suggests building good classroom interactions to improve the quality of learning. In fact, Nunan (Arief, 2016) states that classroom interaction is a determinant of student success in learning language or literature (*literature*) in addition to facilitating the learning process itself. Therefore, it becomes very important for teachers to foster good classroom interactions during the learning process.

In addition to the reasons for success in learning, the importance of fostering classroom interaction is also due to reasons of student learning comfort as stated by Che Ahmad et al. (2017) in his research that fostering classroom interaction well with regard to student involvement, needs, and characteristics influences learning comfort. Because, with classroom interaction, the perspective of student learning becomes broader, not just understanding the material, but there are principles of openness, mutual acceptance, mutual assistance, and learning to progress together so that a conducive classroom atmosphere is formed on the basis of familiarity. Terzi and Çelik (2005) also revealed that classroom interactions are very important to be fostered in order to avoid the distance or separation between teachers and students or students and other students. It is undeniable that sometimes in an interaction learning is only intensively intertwined between the teacher and certain students or only students and students in one particular group.

Conclusion

The interaction created in reading learning at public elementary school (SDN) 012 Langkanae, Palopo City is multi-directional and teacher-centered. Multi-directional interactions take the form of teacher-student, student-teacher, and student-student interactions. Teacher-centered interaction means that the teacher has the most power in learning in the classroom but is not dictatorial and students are the object. The interaction that occurs between teacher and student is a type of educational interaction. That is, the interaction of teacher and student takes place in a bond for educational and teaching purposes. The classroom interaction used by the teacher in learning to read in the low grade public elementary school (SDN) 012 Langkanae, Palopo City has good or positive implications for students' reading skills. This conclusion is evidenced by the average reading ability score obtained by students in the good category or has met the learning completeness standards. So, the pattern of multi-directional interaction that is centered on the teacher and the characteristics of teacher learning that is fun and always provides opportunities for students to express ideas / initiatives can improve the reading ability of first grade students in elementary schools. Based on this conclusion. Researchers suggest to teachers to create good classroom interactions with multi-directional interaction patterns in each lesson so that students have the opportunity to express their ideas or initiatives. The researcher also suggested that every reading teaching in the lower grades should be fun and not boring for students. Teachers must have the principle of "playing while learning" because according to psychology, childhood is a period of seeking fun by playing (toy stage) so that teachers occasionally include games that do not deviate from the subject matter. Researchers encourage further researchers to be able to carry out further research or develop the findings of this study. Because evaluating learning interactions is not only with FIAC, but many other approaches. Thus, the results of this study can synergize with other further studies.

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