

# Classroom Discourse: The Key Of Quality Classroom

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**Abstract:** *Interaction is needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners' communicative. It tells how the students have interaction among them and teacher even with the whole class. The aim of this study is giving the teacher some suggestions to achieve classroom interaction in the teaching. It offers some strategies to improve the interaction in the classroom. Then it can be applied in the teaching. Several previous studies about classroom interaction which is show the different outcome happen. Several studies show that classroom interaction is important in the teaching learning process. Some studies show that the students' interaction happens in the classroom. By using classroom interaction, the students are more active in the learning process. The result of the study concludes that classroom interaction has important role in the teaching and learning process.*

## I. INTRODUCTION

Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peer group.

Interaction between teacher and students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process. Ellis (1990) stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Moreover, Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation.

Every day, teachers make countless real-time decisions and facilitate dozens of interactions between themselves and

their students. Although they share this commonality, educators all over the country often talk about these decisions and interactions in different ways. The Classroom Assessment Scoring System (CLASS), developed at the University of Virginia's Center for Advanced Study of Teaching and Learning, helps educators view classrooms through a common lens and discuss them using a common language, providing support for improving the quality of teacher-student interactions and, ultimately, student learning.

## II. CHARECTERSTICS OF CLASSROOM DISCOURSE

The CLASS describes ten dimensions of teaching that are linked to student achievement and social development. Each of the ten dimensions falls into one of three broad categories: emotional support, classroom organization, and instructional support.

*Emotional support* refers to the ways teachers help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence. This includes:

*Positive climate:* The enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions;

*Negative climate:* The level of expressed negativity such as anger, hostility or aggression exhibited by teachers and/or students in the classroom;

*Teacher sensitivity:* teachers' responsiveness to students' academic and emotional needs; and

*Regard for student perspectives:* the degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view.

*Classroom organization* refers to the ways teachers help children develop skills to regulate their own behavior, get the most learning out of each school day, and maintain interest in learning activities. This includes:

*Behavior management:* how well teachers monitor, prevent, and redirect misbehavior;

*Productivity:* how well the classroom runs with respect to routines, how well students understand the routine, and the degree to which teachers provide activities and directions so that maximum time can be spent in learning activities; and

*Instructional learning formats:* how teachers engage students in activities and facilitate activities so that learning opportunities are maximized.

*Instructional support* refers to the ways in which teachers effectively support students' cognitive development and language growth. This includes:

*Concept development:* how teachers use instructional discussions and activities to promote students' higher-order thinking skills and cognition in contrast to a focus on rote instruction;

*Quality of feedback:* how teachers expand participation and learning through feedback to students; and

*Language modeling:* the extent to which teachers stimulate, facilitate, and encourage students' language use.

### III. ROLE OF TEACHER IN CLASSROOM DISCOURS

Teachers play a major role in classroom discourse. They control the learning activities of the students in and the outside the classroom. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers become role set the tone of their classrooms, build a warm environment, mentor and nurture students, models, and listen and look for signs of trouble.

#### TEACHING KNOWLEDGE

The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

#### CREATING CLASSROOM ENVIRONMENT

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a

teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy.

#### ROLE MODELING

Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

#### MENTORING

Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

#### SIGNS OF TROUBLE

Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble.

### IV. CONCLUSION

This article has summarized some of the results of studies in order to see classroom interaction. The effective interaction which happens in the classroom can increase students' language performance and learning achievements. Not only students get the impact of the importance of good interaction but the teacher can also improve their teaching and learning process in the classroom. Some of the previous research had given reflection that interaction can engage the students' participation in the classroom by using the suitable teachers' talk. It can be concluded that classroom interaction is beneficial in the teaching and learning process. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers become role set the tone of their classrooms, build a warm environment, mentor and nurture students, models, and listen and look for signs of trouble. The good classroom discourse is the key to quality classroom.

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