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TEACHERS' STRATEGIES FOR MAINTAINING CLASSROOM INTERACTIONS IN READING CLASSROOMS THROUGH THE ONLINE CLASSROOM

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Abstract: This study focused on maintaining classroom interaction in teaching reading through an online classroom. In particular, this study is designed to investigate 1) teachers' experience of maintaining an interactive classroom interaction while teaching reading in an online classroom; 2) to find out the teachers' challenge and solution to overcome those challenges. The researcher involving 3 teachers employed a qualitative approach under a narrative inquiry to obtain the data and answer the research questions. The researcher used narrative data analysis that engages transcribing and coding stories. The researcher interpreted, coded, and summarized the gathered data from the semi-structural interview. The result showed that teachers maintained their interactive classroom interactions by adjusting lesson plans and implementing synchronous and asynchronous interactions. Most teachers utilize Google Meet, Zoom, Google Classroom, WhatsApp, and Google Forms as medium for teacher-student interaction during learning sessions. Almost all of teachers encounter various challenges when it deals with online teaching reading to students. The major challenge that teachers have during online teaching reading is technical problem and students' attention spans. The strategy to overcome challenges in maintaining classroom interaction is to give more focus on and to communicate effectively with students' parents and the homeroom teacher. It is suggested for further researchers to investigate teachers' teaching methodology in online teaching reading.

Keywords: classroom interaction; teaching reading; online classroom.

INTRODUCTION

In face-to-face classes, it is usual for teachers to engage some opportunities to have the interaction with the student, engage them in dynamic learning, stimulate their basic critical thinking over talks, and record their progress. Indonesian classes are closed and start conducting online learning because of COVID-19. One of the foremost troublesome aspects of teaching online is having classroom interactions comparable to a face-to-face course in an online class. Dumford et al, (2018, p.452) discovered that students who take more online courses had less opportunity to interact with people from different backgrounds, and the need for teacher talks for both direct and indirect kinds is critical. With online-learning developing quickly, research has also started to

focus on distinguishing best practices and validating effective approaches. Classroom interaction cannot be seen only for its own sake, but in setting with the strategies, and frameworks available in the given circumstances (Berge, 2002, p.181). The point is not to provide a common framework but rather to examine the possibilities and improvement needs in a given environment.

To have an interactive classroom in the online environment, teachers need to consider their classroom interactions and classroom management. Ghateolbahr (2021, p. 154) discovers that online education development, particularly in the field of classroom management, necessitates a set of practical strategies. There must be interaction whether teacher-student or student-students during the learning process and the method to perform the interaction are called asynchronous and synchronous. The goal of classroom interaction is to exchange knowledge, opinions, and experiences, among other things. Better classroom management can lead to an interactive classroom even in an online environment.

Previous study conducted by Sulha et. al (2021, p. 17) reports on synchronous and asynchronous learning that can assist students to improve their language proficiency. Also, a previous study reported by Rahmi et. al (2021, p.10) revealed that 1) the teachers ran the lesson using the Google Classroom, Zoom Meeting, and WhatsApp features; and 2) students read and summarized several reading materials as part of the exercise before turning them into the speaker. Riwayatiningsih & Sulistyani (2020, p. 446) show that the majority of instructors adopt blended learning, which links teacher-students, student-student, student-teacher, and student-learning sources by means of discussion.

Those previous studies aforementioned, it can be concluded that previous study report on synchronous and asynchronous learning that can help enhancing language skills. Also, they research the general perspective of online classrooms and classroom interaction. However, teachers' perceptive of strategies of classroom interaction in teaching reading through the online classroom in narrative inquiry has not been clarified yet within the previous study. This study aims to discover teachers' experience including strategies in facing challenges and solutions to overcome them in maintaining an interactive classroom interaction while teaching reading in an online classroom. It is expected that this research provides teachers information and knowledge on online classroom interaction and its classroom management and also can support teachers in teaching strategy and preparation.

METHOD

This study involves a qualitative research paradigm utilizing narrative inquiry to investigate teachers' experience about communicatively classroom interaction during online teaching reading. Narrative inquiry integrates narrating and research by employing stories as research data or as a data analysis technique or discussion of the findings (Barkhuizen, 2014, p. 104). There was procedure represented a clear and comprehensive stage in conducting this narrative inquiry. First, identify the phenomenon to explore. Second, select one or more participants to study. Third, get stories from participants. Fourth, restore or retell the individual's story. Fifth, collaborate with the participant/storyteller. Sixth, the discovery was reported by the researcher. Seventh, confirm the study's veracity.

To acquire data for this inquiry, a purposive sampling method is used. Three English teachers are the participants in this study with several categories taken into consideration; in this research, the researchers collected data from teachers who have applied to an online classroom in their lecturing season and these participants teach at a low-achiever class, a mid-achiever class, and a high-achiever class.

In this study, the researcher conducted semi-structured interviews with the teachers, and the conversation was recorded whether in video or audio form. Interviews, according to Bryman (2012, p. 32), should be recorded and transcribed. As a result, all of the interviews in this study were taped and subsequently transcribed. All of the interviews were taped. The researcher transcribed the tape and translated the Indonesian language into English. From these interviews

for this narrative inquiry, the research drew its implications and wealthy stories.

The researcher interviewed the participant about their story of maintaining an effective classroom interaction in teaching reading through the online classroom, how they prepare the class, and the ups and downs of interacting in an online environment. The data for the interview was collected on 18 May 2022 from three instructors at different times but on the same day; some of whom were available at the same time since they were free. Subsequently, data analysis was conducted which consists of transcribing and coding stories that storytellers talk about real-life situations (Sutton, 2015, p.226).

RESULTS AND DISCUSSION

Within this section, the researcher elaborates on the result of an interview with the participants regarding their experiences in teaching reading in online classrooms during the Covid-19 pandemic situation. The first participant is characterized by the following general description: teacher A is an English teacher who teaches in grade 12 and can be called a high-achiever class; he has been a teacher for 8 years or more but for online learning; but he only implemented online learning because of Covid-19 that entered Indonesia during the end of 2019. The second participant has the following descriptions: teacher B is a teacher who has been teaching for about 10 years and he's teaching in class 11 which is a mid-achiever class; and he's teaching his students online. The third participant has the following characterizations: teacher C teaches in grade 10 or low-achiever; she teaches English since 2019 and carries out online learning at the same time as teacher A and teacher B. These three teachers shared their stories about how they communicated while teaching online, the strategies they used to maintain good interactions in the classroom, the problems they faced, and the solutions they did in teaching reading through the online classroom. The thorough elaboration will be discussed in the following parts.

Teachers' Strategies for Maintaining Interactive Classroom Interactions in Teaching Reading through the Online Classroom

The first question delivered to teacher A deals with the way he kept his class engaged. He responded that he created a unique lesson plan for online classes and used both synchronous and asynchronous methods. The reason is that online classes have their challenges and require both teachers and students to adjust to sudden changes in circumstances. Because online classes must be applied, teacher A interacts in some way. In his learning session, he performs teaching methods that are synchronous and asynchronous. Regarding the medium, Teacher A used WhatsApp, Google Meet, Zoom, and Google Classroom for his teacher–student interaction.

Based on this overlap, online contact may be divided into two types: synchronous and asynchronous. Students that participate in asynchronous learning do it on their own time while being guided by an instructor and, for the most part, utilizing WhatsApp. According to several academic studies, synchronous learning is "more like classroom instruction," with professors employing Zoom or Google Meet to connect students in distant locations via audio or video conferencing. Meanwhile, WhatsApp is a tool for teacher-student communication that supports both synchronous and asynchronous online teaching methods. Using WhatsApp, students may establish a connection link and share messages, audio, videos, or knowledge records in real-time, synchronously, or asynchronously (Chiparra, 2022, p.1963). This makes it possible for children to acquire useful knowledge about the numerous subjects presented by teachers in basic education.

Teacher B said that he uses WhatsApp, Zoom meetings, and Google forms to teach his students in synchronous and asynchronous ways during each meeting. Meanwhile, for teacher C, she did apply WhatsApp and Zoom meetings or Google meetings in the beginning. As time goes, she did not use either Zoom Meetings or Google Meetings because some reasons such as having trouble with the signals, did not turn on their camera in the teaching process, etc. She depended on WhatsApp to communicate with her pupils since it is a teaching tool that substantially facilitates the context-based growth of synchronous and asynchronous learning.

WhatsApp's characteristics are quite helpful for promoting online teaching and learning activities that demand a lot of conversation and contact. The use of WhatsApp to improve the reading and writing abilities of EFL learners was examined by Ahmed (2019, p. 68). Accordingly, using WhatsApp while studying English as a second language helped students' reading and writing skills. The teaching and learning process objective was accomplished with the aid of interaction. It links to the theory of Krishnamurthi (2000, P. 8) who states that to enhance student-teacher interactions in an online course, it is necessary to look at several factors that have an impact on those interactions as well as the pedagogical strategies available for successfully integrating those interactions. According to some academic texts, synchronous learning is "more like classroom instruction," with students stationed in distant locations and connected by means of videoconferencing, audio conferencing, or both. Bernard et al. (2004, p.409) claim that students who participate in asynchronous learning do so while being supervised by teachers and accessing online course materials on their own.

In the online classroom, it is essential to manage the class for a better interaction. According to Vasari (2021, p. 62), classroom management is done in an online setting by describing three main elements: planning, implementing, and controlling. This will allow for greater interaction between the students in an online classroom. Vasari (2021, p.62) further states that while the lesson plan is essentially the same, some adjustments have been made. Similar to how teacher A maintain an online classroom interaction, teachers B and C also create unique lesson plans while teaching online. It is the responsibility of the teacher to develop a thorough lesson plan that is carried out methodically, encouraging students to participate actively while learning, and leaving enough room for initiative, creativity, and independence by each student's talents, interests, and stage of physical and mental development.

Teachers B and C also explained how they modified the lesson plan to fulfil the requirements of the students. Teacher C also explains that she adjusts the lesson plan by choosing simpler material to teach in the online classrooms, especially in teaching reading. Choosing a simpler material to make it easier for the student to study by themselves. In the online classroom, the material and the task in teaching reading are using simpler material to make the student more engaged in the lesson. Therefore, to support online learning platforms, it's essential to organize several exercises and master a variety of tactics. Before beginning teaching and learning activities, it is imperative in this circumstance to create lesson plans for learning English.

A lesson plan is a teaching strategy created by a teacher based on the interests and needs of the students as well as the learning objectives of the curriculum. Making a lesson plan is a difficult endeavour that requires patience, time, and work. According to the explanation, there are a few modifications to the online lesson plan compared to the face-to-face lesson plan. The instructor modified the prior lesson plan in light of the circumstances in the area and the needs of the students. As a result of the local circumstances and the student's needs, the teacher modified her online lesson plan. The teacher had to make several changes to the learning design due to the varying nature of the topic and the demands of the students. Creating a semester learning plan, selecting the teaching method for online lectures, deciding on the type of assessment to use for online learning, and selecting the platform for online lectures are some planning tactics for carrying out online lecture activities. Online lessons are not substantially different from in-person sessions either, although there have been certain modifications made as a result of changes to the local infrastructure and environmental factors.

Teachers' Challenges in Interacting while Teaching Reading

All of three English instructors who used online learning in their classrooms were interviewed to respond to research question number two. The issue deals with teachers' experiences while instructing reading in an online classroom. Teacher A continued telling about his experiences with online learning in his classrooms, particularly while he was teaching reading. He described various difficulties to run into, including pupils who were not accustomed to it and

issues using Zoom. Teacher A noted that there is a problem in the reading lesson that cannot be avoided because this is the first time for them to have an incorporated online learning. He told further that this condition is due to students' attention to the reading lesson through Zoom meetings. One of the difficulties for teachers when instructing reading in an online classroom is that some students are not paying attention, which may impede the effectiveness of the instruction.

As teacher A said, it was impossible to avoid difficulties while teaching reading in an online context; and thus various problems would always arise. Similar issues were also experienced by instructor B, including difficulties using Zoom and students' lack of focus. Teacher B cited many examples of how there are limitations to teaching reading in an online classroom, such as how students are frequently distracted or that their location is not well-covered by signals. Teachers A and B face somewhat comparable difficulties when attempting to teach reading in an online context. They both had technology issues, and teacher B also had issues getting the students' attention. Furthermore, teacher C experienced some of the same difficulties as teacher B. When I spoke with teacher C, she revealed that she had trouble getting the students' attention in the classroom since she mainly used WhatsApp to communicate.

Almost all of the teachers' responses indicated that teaching reading to students online reveals particular challenges for them. The main difficulties faced by the teachers deals with technology and students' attention. This issue is relevant with Jenks (2015, p. 225) who claims that policies at the school, regional, national, or international levels, as well as by the resources and technology given, limit or have an influence on classroom engagement. Students used their lack of internet connectivity as an excuse for not finishing their assignments and other work. A student's academic performance might decrease in several ways if there is no internet access. Students who experience low connectivity are unable to communicate with lecturers and other students or do independent research.

Teaching reading in an online classroom has its difficulties. According to teacher C, these difficulties have an impact on students' grades. Many of these difficulties are beyond her control, such as the fact that some of her students are unaware of their assignments, are unable to turn them in, or have the same answer. When it comes to reading comprehension and how some students complete their assignments late or not at all, students who are not paying attention in class are hurting their reading abilities. Students' grades are marginally impacted by whether they complete their assignments on time or not, but those who do so receive higher grades.

In conclusion, the two main issues that instructors deal with are technology issues and students who are not paying attention. Almost all of the teachers' responses indicated that teaching reading to students online reveals different challenges for them. The number of student interactions in an online class was affected by a variety of variables, and these variables were connected. Teachers had trouble keeping the class's attention when they employed online learning. Due to these difficulties, students' grades are marginally harmed since they are unable to turn in their assignments because they cannot understand the material.

Teachers' Strategies for Overcoming the Challenges

The current discussion is in response to research question number two, i.e. investigating how teachers handle the challenge during teaching reading in online learning. Every teacher in an online classroom faced significant challenges that could not be avoided. This research, therefore, tried to question all of the teachers about their solutions for overcoming challenges in this part.

While teaching online and getting to know the students, Teacher A said that teachers should communicate with and comprehend students who think differently. To have better interactions with the students, teachers should be familiar with each student's personality and position themselves as their friends. A student with high academic character may influence other students, and students' awareness may solve issues in an online classroom. This is in accordance with teacher B, who also noted that character building is vital when a school employs online learning. It takes cooperation from several parties for interactions with students to go smoothly, including

other students, the homeroom teacher, and the student's parents.

Teacher C focuses more on the problematic students and how she overcomes challenges. The most effective way to solve her challenges in teaching reading through an online classroom is to increase students' motivation before the lesson through their WhatsApp group, remind the students of their assignments, ask the student who is not present in the class, and asked the reasons in detail, and give notice to the homeroom teacher. As described by these teachers, having a learning session in an online classroom is crucial, particularly when teaching reading. This includes improving engagement with the students, paying more attention to them, and getting more people involved. To discipline kids, the homeroom teacher's involvement is crucial and family involvement is also required.

The solution to problems in maintaining classroom interaction is to have effective managing and monitoring, good communication between parents and teachers, and homeroom teacher management. Parental involvement and parent-teacher interaction are factors in the effectiveness of online learning (Reid, 2018, p. 24). While learning online, communication with parents and students is important. Since online learning takes place mostly at home, parents collaborate with the teachers as substitute teachers. As a result, the students must maintain constant interaction with both their instructors and parents. Parents and teachers, who are the key stakeholders, are crucial to the success of online learning (Clarín et al., 2022, p. 42). According to Borup et al. (2019, p. 85), parents' roles in online learning include interacting with their children, checking up on their progress, encouraging active learning, managing their children's learning time at home, and teaching them how to study the material.

To determine how well online learning can be carried out, teacher-parent interaction must take place during the online learning session. The teacher might inquire about the achievements of the students who have been working at home as well as the challenges they have encountered during the online learning process. It is expected that through communicating, challenges and worries might be prevented.

The person in charge of the homeroom has the first opportunity to improve the quality of learning by encouraging, guiding, and psychologically preparing students for the development of a conducive learning environment in the classroom. As a result, the school should be worried about the homeroom teacher's ability to supervise the class effectively. Under the decree principals, a homeroom teacher is a teacher who has been selected and tasked by the principal to carry out responsibilities as a manager of a group of people, in this case, the students in a class.

In conclusion, paying closer attention and having good communication with students' parents and the homeroom teacher are the solutions to the problems encountered in maintaining classroom interaction. To determine how well online learning can be carried out, teacher-parent interaction must take place during the online learning session. Not all primary school students have access to sufficient resources and learning opportunities. As a result, the school should be cautious about the homeroom teachers supervising the class effectively. It is expected that through communicating, challenges and worries might be prevented.

Discussion

It has been discussed previously about teachers' strategies for maintaining interactive classroom interactions in teaching reading through the online classroom, including challenges and solutions. From the information in the previous parts, there are various aspects of this topic that need to be considered, including the point of maintaining classroom interaction during online teaching reading:

The first objective of this study was to investigate teachers' strategies for maintaining interactive classroom interactions in teaching reading through the online classroom. The result showed that teachers maintained their interactive classroom interactions by adjusting lesson plans and implementing synchronous and asynchronous discussions. Most teachers use Google Meet, Zoom, Google Classroom, WhatsApp, and Google Forms as learning tools during learning

sessions. This pattern of findings is in line with prior research conducted by Sulha et al. (2021, p. 17) which attempt to explain synchronous and asynchronous learning and how it is used in an EFL environment. The findings reveal that both synchronous and asynchronous learning can assist students to improve their language skills.

Similarly, it is confirmed by Riwayatiningasih, & Sulistyani (2020, p. 446) who claim that "Modelling online classroom interaction to assist student language learning is designed to comprehend the classroom interaction process in an online learning setting where English is being studied as a foreign language. The findings indicate that most of teachers employ blended learning, which connects teacher-students, student-student, student-teacher, and student-learning sources through discussion. These studies and the current study shared similarities since they both included the implementation of synchronous and asynchronous online classroom interaction. The present research, however, differs from previous studies in that it also emphasizes interaction when teaching reading in an online classroom.

The lesson obtained from the findings is that numerous platforms, including Zoom Meeting, Google Meet, Google Classroom, Google Form, and WhatsApp, have been selected for teaching and learning activities in the reading course. The lesson plans that have been altered while utilizing these learning platforms are stated to make the reading learning activities as effective as they should be during conventional learning. But, there are still certain difficulties in teaching reading in an online classroom. This finding supports the claim made by Rahmi et al. (2021, p. 10) who reveal four key aspects of students' perspectives including using the platform such as Google Classroom, Zoom Meeting, and WhatsApp features, reading and summarizing several reading materials as part of the exercise before turning them into the speaker, overcoming challenges including time management and technology use.

Finding out the difficulties instructors faced and how to overcome them was the study's second objective. In this session, the researcher talk about the difficulties teachers has during teaching and learning reading in an online setting. Although it is possible to say that teaching reading to students online is just as successful as teaching them face-to-face, there are still a variety of challenges that teachers must overcome. The present study's findings recommends that almost all of teachers have various challenges when it deals with teaching reading to students online. The biggest challenges that teachers have during teaching reading through online classes are technical issues and students' attention spans. Whereas past research that was conducted by Devi and Suroto (2021, p. 84) highlight favourable perspective on the application of explicit instruction of reading methods and its consequences on the student's growth in academic reading.

The findings also indicate how teachers approach overcoming challenges while attempting to teach reading in an online classroom. Focusing more on and having effective communication with students' parents and the homeroom teacher was a method to get over challenges in maintaining classroom interaction. Whereas a past study that was conducted by Pek and Mee (2020, p.192) reveal that parental involvement in children's education significantly influenced their children's academic success. Most of parents reveals that many parents still do not become involved effectively in their child's education, whether at school or home, even though the necessity of parental engagement is generally recognized in the educational culture.

CONCLUSION

This study has so far more focus on maintaining classroom interaction in teaching reading through an online classroom, teachers' challenge and solutions. The teachers maintain their interactive classroom interactions by managing lesson plans and having synchronous and asynchronous discussions. Most teachers use Google Meet, Zoom, Google Classroom, WhatsApp, and Google Forms as tools for teacher-student interaction during learning sessions. Regarding challenges, almost every teacher faces different challenges when it comes to teaching reading to students online. The challenges that teachers found during online teaching reading are mostly technological problem and students' attention spans. The findings also conclude that the teachers'

strategy to answer challenges in maintaining classroom interaction is to focus more on and to have effective communication with students' parents and the homeroom teacher. It is suggested for the further researcher to investigate teachers' teaching method in online teaching reading using various method of research to obtain the rich and desirable result.

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