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Classroom Discourse Analysis Of Reading Instruction For Grade III Students At SD Inpres 3 LAI, North Palu Subdistrict

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ABSTRACT

This study aims to describe the interaction pattern between teachers and students and students' ability to represent reading texts in reading instruction in grade III at SD Inpres 3 Lai, North Palu Subdistrict. The study used a descriptive qualitative approach with case study and ethnographic characteristics. Data were collected through observation, audio-visual recording, interviews, and a meaning-representation questionnaire across three learning sessions, then analyzed using the model of Miles et al. (2014), covering data condensation, data display, and conclusion drawing. The results show that the teacher-student interaction pattern was dominated by the Initiation-Response-Feedback (IRF) structure; of the 27 teacher questions recorded, 15 developed into complete IRF sequences and 5 required scaffolding. Based on Mercer's (2013) discourse types, cumulative discourse was most dominant (7 occurrences), followed by exploratory discourse (5 occurrences), while disputational discourse was almost never found. Based on Walsh's (2013) SETT framework, materials mode dominated the interaction (22 of 27 occurrences) compared to classroom context mode (5 occurrences). Meanwhile, students' ability to represent and interpret reading texts was in the good category, with an average score of 2.98; literal comprehension obtained the highest score (3.58), while inferential comprehension obtained the lowest score (2.42). These findings indicate that classroom interaction remains material-oriented and teacher-controlled, which has implications for students' still-limited inferential comprehension ability. This study recommends strengthening exploratory discourse and classroom context mode to optimize students' deeper comprehension of reading texts.

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1. INTRODUCTION

Education serves as an important foundation in shaping the quality of a nation's human resources. Through the educational process, individuals acquire various forms of

knowledge, skills, and attitudes needed to navigate life [1]. Within the formal education system, the Indonesian language subject occupies a highly vital position, given that language is the primary medium for communication and knowledge acquisition. Adequate language proficiency is a fundamental requirement for students to be able to follow and understand instruction across various subjects [2].

Of the four language skills—listening, speaking, reading, and writing—reading ability is one of the most fundamental, particularly at the elementary education level. Reading is not merely an activity of recognizing letters and words, but a thinking process that requires the ability to comprehend and interpret the content of a text as a whole. Strong reading proficiency acquired from an early age becomes a determining factor in students' success at subsequent levels of education [3].

The classroom learning process does not simply take place on its own; rather, it is realized in the form of discourse possessing a distinctive structure and pattern of communication. Classroom discourse can be understood as the overall use of language that occurs within a teaching-learning situation, in which teachers and students jointly construct understanding through dialogue, questioning, and shared meaning-making [4]. Examining classroom discourse is important because it provides a real picture of how the learning process actually unfolds, rather than merely what is planned on paper [5].

Theoretically, the study of discourse cannot be separated from the view of [6], who states that discourse is a form of social practice rather than merely a neutral use of language. In his view, every discourse contains a social dimension related to power relations, ideology, and the cultural context in which the language is used. When linked to the classroom context, the discourse woven between teacher and students in fact reflects how pedagogical relationships are built, what teaching strategies are applied, and what learning values develop within that school environment [7].

Reading instruction sits at the most decisive point in a child's academic journey. At this age, students are actively learning to connect sounds with written symbols, to compose words into sentences, and to grasp the overall content of simple texts. The development of this ability cannot be separated from the quality of verbal interaction in the classroom, including how the teacher delivers material, responds to questions, and guides students toward understanding a text. This is in line with the finding of [8] that early reading ability is closely related to children's phonological development: between the ages of 3 and 5, children are still at the stage of acquiring language sounds and have not yet fully mastered certain consonant phonemes, so they require ongoing language stimulation from their surrounding environment [9].

This issue is consistent with the national portrait of reading literacy among elementary school students in Indonesia, which, according to the results of the Minimum Competency Assessment, remains relatively low in basic reading literacy competence [10]. This condition confirms that strengthening high-quality classroom discourse in reading instruction at the third-grade level is a strategic step that needs to be taken promptly, including at elementary schools in urban peripheral areas such as SD Inpres 3 Lai.

A number of previous studies have revealed that discourse in low-grade reading classrooms is generally dominated by an interaction pattern known as IRF—Initiation from

the teacher, Response from students, and Feedback from the teacher. Although this pattern is commonly found, many teachers have not yet been able to use it optimally to foster students' critical thinking. Problems that frequently arise include limited variation in questioning techniques, excessive teacher dominance in the communication process, and limited opportunities for students to express their understanding freely and independently [11].

SD Inpres 3 Lai, located in North Palu Subdistrict, is an elementary school situated in the peripheral area of Palu City, Central Sulawesi. Like schools in similar regions, this school faces a number of challenges in carrying out instruction, particularly in reading activities in Grade III. Based on the researcher's preliminary observations, there appears to be a tendency toward one-way communication dominated by the teacher, while students tend to be passive in responding. This condition has the potential to hinder the development of students' reading comprehension and to reduce the overall effectiveness of instruction [12].

This condition is further reinforced by the descriptive picture of the reading ability of Grade III students at SD Inpres 3 Lai. Based on the results of an initial reading assessment and the teacher's daily records for Grades I, II, and III, most students are still at the spelling-out stage and have not yet fluently connected words into sentences that form a unified meaning. In contrast, the average score for students' reading comprehension ability remains below the expected mastery criteria. As a teacher as well as a researcher directly involved in instruction at the school, the researcher observed that the patterns and strategies of discourse in communication between teacher and students, as well as among students themselves, have not been fully managed in a directed way to foster reading comprehension [13]. This condition is therefore considered important to examine further through classroom discourse patterns and strategies that can make a real contribution to other teachers facing similar problems [14].

The thinking underlying this research stems from the question of why classroom discourse in reading activities is important to analyze—namely, to determine whether the discourse patterns teachers have been using are appropriate and sufficiently varied, or whether their implementation is still less than optimal when compared with the classroom discourse patterns recommended by experts, with attention to the alignment of text, co-text, and context. In addition, this research also seeks to examine whether the classroom discourse constructed by the teacher has moved toward the use of language functions, both structurally and functionally, with reference to the forms of locutionary, illocutionary, and perlocutionary utterances in reading interaction [15]. The researcher's preliminary observations indicate that teachers generally still rely on a simple IRF-patterned question-and-answer strategy without variation in discursive feedback, so further mapping is needed regarding the strategies already in use and those that still need to be developed in the classroom discourse of reading instruction at the school. To reinforce these initial findings, the researcher has also attached the results of an initial observation sheet on classroom discourse conditions in Grade III of SD Inpres 3 Lai as supporting evidence, as presented in the appendix section [16].

Research specifically addressing classroom discourse in reading instruction at elementary schools in the peripheral areas of Palu City also remains very limited. Most similar studies have been conducted in schools located in urban areas with different conditions and resources. This research is therefore considered urgent to carry out, in order to present a comprehensive description of classroom discourse in reading instruction in Grade III of SD Inpres 3 Lai, while also contributing scientifically to efforts to improve the quality of Indonesian language instruction at the elementary school level, particularly in the North Palu area [17].

Based on the foregoing discussion, the researcher considers it necessary to conduct an in-depth study of the discourse formed in reading instruction in Grade III of SD Inpres 3 Lai, North Palu Subdistrict. Through this research, it is hoped that the dominant discourse patterns, the communication strategies applied by the teacher, and their impact on the development of students' reading ability can be identified. Ultimately, the results of this research are expected to provide meaningful contributions, both theoretically and practically, to the development of reading instruction in Grade III of elementary school.

2. METHOD

This study employs a qualitative approach with a descriptive design combining case study and ethnographic features. The qualitative approach was chosen because this research is directed toward understanding and interpreting in depth the discourse phenomena that naturally form during reading instruction in Grade III, without manipulating field conditions. The descriptive design is used to describe the teacher's discourse patterns and communication strategies as they actually occur, while the case study approach is applied because this research focuses on a single, distinctive, and bounded social setting—namely, the classroom discourse of reading instruction in Grade III at SD Inpres 3 Lai, North Palu Subdistrict [18]. The ethnographic character is evident in the researcher's direct involvement as both an observer and a member of the school environment under study.

The research was conducted at SD Inpres 3 Lai, an elementary school in the peripheral area of Palu City that had not previously been the object of a classroom discourse analysis study. The research data consist of two types: oral data in the form of teacher and student utterances during reading instruction, and data on students' representation and interpretation of reading texts obtained through a meaning-representation assessment questionnaire. The primary data source was direct observation and recording during instruction, while the secondary data source was obtained through interviews with the classroom teacher [19].

The main instrument of this research is the researcher herself, supported by four supplementary instruments: an observation guide, a semi-structured interview guide, a meaning-representation assessment questionnaire/table, and audio-visual recording equipment. Data collection was carried out using four complementary techniques. First, observation across three learning sessions to directly observe and record patterns of interaction as well as teacher and student utterances [20]. Second, audio-visual recording of the entire instructional process was used to ensure the completeness of the utterance

data, which was subsequently transcribed verbatim [21]. Third, semi-structured interviews with the classroom teacher to explore the communication strategies applied, both conscious and unconscious [21]. Fourth, a meaning-representation assessment questionnaire was used to measure students' ability to represent and interpret reading texts.

The data were analyzed using the interactive model of [22], which comprises three stages: (1) data condensation, namely the selection and simplification of raw data from transcriptions, observation notes, and questionnaire results based on the theoretical framework used; (2) data display in the form of descriptive exposition accompanied by excerpts of authentic utterances as empirical evidence; and (3) conclusion drawing, carried out gradually and continuously verified as more data were gathered. Data validity was maintained through source triangulation, namely comparing data from observation, recording, and interviews, as well as method triangulation, namely examining the consistency of findings across data collection techniques, in line with the view of [23] that triangulation is an important step in ensuring the credibility of findings in qualitative research.

3. RESULTS AND DISCUSSION

3.1 Results

The research data were collected through observation, audio-visual recordings, interviews, and an instrument for assessing meaning representation across three reading lessons in Grade III at SD Inpres 3 Lai. The first session used the narrative text "The Mouse Deer and the Crocodile," the second used the informational text "Animals Around Us," and the third involved answering questions based on the reading text. Each session lasted 60 minutes and involved one teacher and 24 students (S1–S24). The results are presented according to the two research focuses: classroom interaction patterns and discourse structure, and students' representation and interpretation of reading texts [24].

Classroom Interaction Patterns and Discourse Structure

The summary of the three observation sessions showed that the teacher asked 27 questions, consisting of 14 display questions, 10 referential questions, and 3 follow-up questions [25]. These questions generated 15 complete IRF (Initiation–Response–Feedback) sequences and 5 IRF sequences that required scaffolding before students were able to respond. The details for each session are presented in Table 1.

Table 1. Summary of Interaction Patterns and Discourse Structure Across Three Observation Sessions

Category	Session 1	Session 2	Session 3	Total
Teacher questions	8	10	9	27
Display questions	3	6	5	14
Referential questions	4	3	3	10
Follow-up questions	1	1	1	3
Individual responses	8	11	10	29
Choral responses	1	2	2	5
Complete IRF sequences	4	6	5	15
IRF sequences with scaffolding	1	2	2	5
Materials mode	7	8	7	22
Classroom context mode	1	2	2	5
Cumulative discourse	2	3	2	7
Exploratory discourse	1	2	2	5
Disputational discourse	0	0	1	1

The IRF pattern occurred most frequently during read-aloud activities and checks of students' comprehension of the text. The teacher acted as both the initiator of classroom interaction and the provider of feedback, while students generally responded after being called upon. An IRF sequence involving a display question can be seen in Excerpt 1, in which the teacher assessed students' understanding of the story characters [26].

Excerpt 1 (Session 1, T13–T17)

T: "Who are the characters mentioned in the first paragraph?" (I)

S3: "The mouse deer, Ma'am." (R)

T: "Correct. Is it only the mouse deer?" (F/I)

S4: "The crocodile too, Ma'am." (R)

T: "Yes, correct. So, the characters are the mouse deer and the crocodile." (F)

The student's initial response was incomplete, prompting the teacher to ask a follow-up question and then combine both answers in the concluding feedback. When students were unable to respond, the teacher provided prompts that redirected their attention to the text, as illustrated in Excerpt 2 [27].

Excerpt 2 (Session 1, T18–T22)

T: "Why did the mouse deer go to the river?" (I)

Student: [silence] (R)

T: "Try reading the third sentence again. What was the mouse deer looking for?" (S)

S5: "The mouse deer was looking for food, Ma'am." (R)

T: “That’s right. The mouse deer went to the river to look for food.” (F)

Based on the SETT framework [28], materials mode was the most dominant mode, with 22 occurrences, characterized by interactions centered on the text, pronunciation, punctuation, and comprehension questions. Classroom context mode occurred five times, particularly when the teacher asked students to express their opinions or relate the content of the reading to their own choices of action. According to [29] typology, the discourse was dominated by cumulative discourse (7 occurrences), followed by exploratory discourse (5 occurrences), while disputational discourse was identified only once. An initial example of exploratory discourse can be seen in Excerpt 3, in which two students expressed different evaluations of the story character.

Excerpt 3 (Session 1, T23–T26)

T: “Do you think the mouse deer is clever?”

S6: “Yes, Ma’am, because the mouse deer found a way to get past the crocodiles.”

S7: “But the mouse deer lied, Ma’am.”

T: “Both S6’s and S7’s answers are interesting. S6 sees the mouse deer as a clever character, whereas S7 views its actions as dishonest.”

Student participation was at a moderate level. In the first session, 8 out of 24 students (33.3%) took individual speaking turns, while the remaining students participated more frequently through choral responses and listening activities. Some students had expressed their experiences, opinions, and reasons; however, speaking opportunities were not yet evenly distributed among the students.

Students’ Representation and Interpretation of Reading Texts

Students’ representation and interpretation were measured using five indicators on a four-point scale: accuracy in identifying the main idea, retelling ability, literal comprehension, inferential comprehension, and the ability to relate the reading to personal experiences. The mean scores were categorized as very good (3.26–4.00), good (2.51–3.25), fair (1.76–2.50), or poor (1.00–1.75). The assessment results for the 24 students are presented in Table 2.

Table 2. Mean Scores for Students’ Representation and Interpretation by Indicator (n = 24)

Indicator	Total Score	Mean Score	Category
Accuracy in identifying the main idea	74	3.08	Good
Retelling ability	72	3.00	Good
Literal comprehension	83	3.46	Very good
Inferential comprehension	64	2.67	Good
Relating the reading to personal experiences	72	3.00	Good
Overall mean	365	3.04	Good

The overall mean score of 3.04 falls within the good category. Literal comprehension achieved the highest score (3.46; very good), whereas inferential comprehension received the lowest score (2.67; good). A comparison of the five indicators is presented in Figure 1.

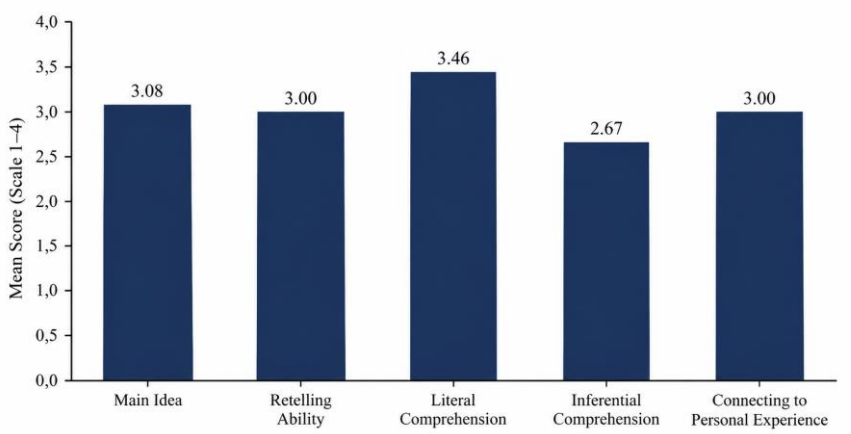


Figure 1. Mean Scores for Students' Representation and Interpretation by Indicator

For the literal comprehension indicator, most students were able to identify explicitly stated information, such as characters, settings, and events. In contrast, students experienced difficulties with inferential comprehension when required to draw conclusions from implicit information, explain characters' motives, or predict consequences. For example, when asked, "Why is the mouse deer considered clever in the story?", some students answered only, "Because the mouse deer is smart," without relating their answers to events in the story. Regarding the main idea indicator, some students still confused the main idea with supporting details from the story. Meanwhile, for the retelling indicator, students with lower scores tended to provide fragmented answers that did not yet capture the sequence of events and their cause-and-effect relationships. The distribution of students across the performance categories is presented in Table 3.

Table 3. Distribution of Students' Representation and Interpretation Categories

Category	Score Range	Number of Students	Percentage
Very good	3.26–4.00	8	33.3%
Good	2.51–3.25	10	41.7%
Fair	1.76–2.50	6	25.0%
Poor	1.00–1.75	0	0%
Total	—	24	100%

The good category accounted for the largest number of students, with 10 students (41.7%), followed by the very good category, with 8 students (33.3%), and the fair category, with 6 students (25.0%). No students fell into the poor category.

3.2 Discussion

The findings indicate that classroom discourse during reading instruction in Grade III at SD Inpres 3 Lai was structured around a teacher-centered pattern. The dominance of the IRF pattern, in which the teacher controlled initiation, speaking turns, and the evaluation of responses, reflects an asymmetrical pedagogical relationship, consistent with [30]. view of discourse as a social practice that embodies power relations. However, this asymmetry needs to be interpreted within the context of early reading instruction, where Grade III students still depend on teacher guidance to process texts. The emergence of five IRF sequences involving scaffolding suggests that teacher control does not merely restrict interaction but also serves as pedagogical support that sustains interaction when students are unable to respond independently.

The dominance of materials mode (22 out of 27 occurrences) and cumulative discourse (7 occurrences) indicates that classroom interaction was primarily directed toward text comprehension and information confirmation rather than the exchange of ideas. [31] emphasizes the importance of teachers' flexibility in shifting between modes according to instructional objectives, while [32] regards exploratory discourse as a key means of collaborative thinking. In this study, the beginnings of exploratory discourse were already evident, particularly when students offered different evaluations of the character Mouse Deer and supported them with reasons (Excerpt 3). However, these differing opinions did not develop into an exchange in which students critically examined one another's ideas, as they did not directly respond to their peers' reasoning. Instead, the teacher chose to summarize both perspectives rather than encourage further discussion.

These findings are consistent with [33] and [34], who also identified the dominance of IRF patterns and strong teacher control in classroom discourse. However, [35] found that IRF patterns could develop into more dialogic interactions during high school debates. In contrast, this tendency was less evident in the present study because the participants were Grade III students who were still in the early stages of literacy development. Similar to the findings of [36] on Arabic language instruction in elementary schools, the IRF pattern in this study was not entirely rigid but developed into varied forms of exchange when the teacher provided scaffolding or invited students to express their opinions. The context of early reading instruction in a suburban elementary school represents a distinctive feature that has received limited attention in previous classroom discourse research [37].

Regarding text representation and interpretation, the mean score of 3.04 indicates that students' overall performance was good, although their abilities varied across indicators. The gap between literal comprehension (3.46) and inferential comprehension (2.67) illustrates that students were relatively proficient at thinking within the text, namely identifying explicitly stated information, but had not yet fully developed the ability to think beyond the text, as conceptualized by [38]. Brief inferential responses that were

unsupported by textual evidence indicate that students could identify character traits but were not yet accustomed to reasoning based on events in the reading passage.

These two findings are interrelated. Interaction dominated by materials mode, display questions, and cumulative discourse tended to remain at the level of confirming textual information. Consequently, students were more frequently trained to identify explicitly stated answers than to reason about implicit meanings [39]. This condition is consistent with the relatively lower inferential comprehension scores compared with the other indicators. [40] demonstrated that inferential questions accompanied by think-aloud modeling and explicit strategy instruction can help students develop their ability to conclude. Therefore, improving the quality of classroom discourse by expanding the use of classroom context modeling, referential questions, and follow-up questions that require students to provide reasons and textual evidence may strengthen their inferential comprehension. Given the school's resource limitations, these improvements could begin with a simple teaching practice: consistently asking follow-up questions such as "Why?" or "Which part of the story shows that?" whenever students provide brief answers.

4. CONCLUSION

Teacher–student interaction patterns during reading instruction in Grade III at SD Inpres 3 Lai were dominated by the IRF structure, with the teacher maintaining control over initiation and feedback. Of the 27 teacher questions recorded across the three observation sessions, 15 developed into complete IRF sequences, while 5 required scaffolding. The resulting discourse was dominated by cumulative discourse (7 occurrences), followed by exploratory discourse (5 occurrences), while disputational discourse appeared only once. Based on the SETT framework, materials mode dominated classroom interaction (22 out of 27 occurrences), whereas classroom context mode appeared only 5 times. Classroom interaction therefore remained material-oriented and teacher-controlled, although opportunities for student participation and exploratory discourse had begun to emerge.

Students' ability to represent and interpret reading texts was classified as good, with a mean score of 3.04 on a four-point scale. A total of 33.3% of students fell into the very good category, 41.7% into the good category, and 25.0% into the fair category, with no students classified in the poor category. Literal comprehension was the highest-scoring indicator (3.46), whereas inferential comprehension was the lowest (2.67). These two findings are interrelated: the dominance of material-oriented interaction and the limited occurrence of exploratory discourse contributed to students' inferential comprehension remaining less than optimal. Therefore, improving the quality of classroom discourse is a key strategy for deepening students' interpretation of reading texts.

Recommendations

Teachers are encouraged to incorporate classroom context mode and exploratory discourse more frequently by increasing the use of referential questions and follow-up questions that require students to provide reasons, compare opinions, and predict how a story might continue. Schools can use these findings to design teacher professional

development programs, particularly those focusing on varied questioning strategies and the management of more dialogic classroom discourse in the lower grades. Future research is recommended to expand the participant pool and research locations to include elementary schools with different characteristics and to consider a longitudinal design to examine the development of classroom discourse and students' representational abilities over a longer period.

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