

CHAPTER I

INTRODUCTION

This chapter provides an overview of the entire study. It includes the background of the study, research questions, research questions, research significance, conceptual framework, and and previous studies related to this research

A. Background of the study

This research aims to investigate the classroom interaction in listen-read-discuss (LRD) activities of the English lesson at one of the senior high schools in Bandung. Classroom interaction is a crucial aspect of the teaching-learning process. Classroom interaction is the activities carried out in the classroom by both the teacher and the students. According to Al-smadi & Rashid (2017), classroom interaction occurs between the teacher and students as well as student to student. Teachers-student interaction happens when the teacher talks to one or more students and when the teacher talks to small or large groups in the classroom. Meanwhile, student-student interactions occur when students share their ideas or opinions with other students. Walsh (2011), as cited in Hasanuddin et al. (2021), states that teacher and student interactions in the classroom are central to the teaching and learning process.

Classroom interaction is an essential feature in the English learning process. According to Goronga (2013), classroom interaction encourages student participation in the teaching and learning process. It indicates that classroom interaction promotes student to active in the classroom. The teachers can encourage students to speak through classroom interaction because it stimulates students to think, understand, and respond. In the classroom, the gap between the teacher and the students will close. Futhermore, the process of teaching and learning will keep both the teacher and the students in balance. The teacher will be involved in communication, but the students will also take part in the teaching and learning process, because the classroom interaction is a key part of learning

English.

Based on preliminary observations at one of senior high school in Bandung, there were several interactions that occur in this class, such as interactions between teacher and students. When the teacher asked for students' opinions, there were several students who responded. This research wants to find out more deeply about the interactions that occur in this class when the teacher uses listen-read-discuss (LRD) activities. Therefore, this study investigates the classroom interaction in listen-read-discuss (LRD) activities of the English lesson.

There are many ways to make the classroom interaction between teacher-student and student-student more interactive. Listen-read-discuss (LRD) activities are not new activities at this school. Listen-read-discuss (LRD) is one of the teacher's strategies for English language learning in the classroom. Richardson created listen-read-discuss (LRD) in 1999 with a team of elementary teachers and graduate students. According to Burns (2010), as cited in Tawali (2021), Listen-read-discuss (LRD) is a comprehension strategy that builds students' prior knowledge before, during, and after reading a text. The students listen to a short lecture from the teacher, read a text selection, and discussion with a group. Alvermann (1987), cited from Terasne et al. (2018), explains that listen-read-discuss (LRD) is a strategy that encourages students to participate actively in the classroom, the students can become better listeners, readers, and speakers. Listen-read-discuss (LRD) is a strategy to aid students in comprehending the material, the students listen to the teacher's explanation, read the text, and talk in group discussions regarding the material. It also encourages student participation in the classroom.

Purwanti (2017), in her study, say that by using the listen-read-discuss, students enjoyed more when learning to read and understand texts more efficiently. The listen-read-discuss (LRD) strategy made students want more and motivated to learn. Cited from Kasyulita et al. (2020), Tarek Elabsy (2013) supported Jennifer Hamilton's statement that this activity is suitable for students who have reading difficulties. The benefit of this activity is that they can activate their prior knowledge by listening to the topics presented by the teacher. This

strategy improves reading skills and learning outcomes for students. Utilizing this method makes learning more active, meaningful, and effective. According to Manzo (2018), the listen-read-discuss (LRD) technique can enhance students' reading abilities.

This research was conducted to explore the classroom interaction in listen-read-discuss (LRD) activities of the English lesson. This study is expected to achieve more interactive teaching and learning activities in the classroom. Listen-read-discuss (LRD) can not only make students improve their reading skills. Furthermore, listen-read-discuss (LRD) can be an activity that can encourage students to be more active in interacting with teachers or other students because the students will talk with each other to discuss the material.

Several studies with focuses relevant to the current study have been conducted. The first is Adaba (2017), who analyzed exploring the practice of teacher-student classroom interaction in EFL to develop the learners' speaking skills. The next one is research on fostering language and thinking skills through EFL classroom interaction by Hoang Hanh & Duc (2020). Meanwhile, Ali (2019) investigation the impact of classroom interaction on EFL students' proficiency. On the other hand, Terasne, Nanang, Abdul & Maria (2018) discuss improving students' reading comprehension through listen-read-discuss (LRD) strategy. Last but not least, a study about the influence of using listen-read-discuss (LRD) strategy towards students' reading comprehension on narrative text was conducted by Sudiby, Setiawan & Rahmawati (2020).

However, the present research has differences from those previous studies. In contrast, the previous studies discuss classroom interaction in EFL to develop the learners' speaking skills, foster language and thinking skills through EFL classroom interaction and investigate the impact of classroom interaction on EFL students' proficiency. Moreover, several studies are concerned with improving students' reading comprehension through the listen-read-discuss (LRD) strategy and using the listen-read-discuss (LRD) strategy towards students' reading comprehension of narrative text. The current study focuses on investigating classroom interaction in listen-read-discuss (LRD) activities of the English lesson,

and this research is conducted at one of Senior High School in Bandung, Indonesia.

B. Research questions

There are two questions to be answered in this research:

1. How is the implementation of listen-read-discuss (LRD) activities in the English lesson?
2. How is the classroom interaction in listen-read-discuss (LRD) activities of the English lesson?

C. Research purposes

Following the research questions above, this research aims:

1. To find out the implementation of listen-read-discuss (LRD) activities in the English lesson.
2. To investigate the classroom interaction in the listen-read-discuss (LRD) activities of the English lesson.

D. Research significances

Theoretically, the result of this research is significant as sources of information and references for further research that discusses the same topic about classroom interactions and becomes a source of data for teachers to find learning activities.

Practically, this research can provide benefits as a reflection for teachers and students who want to use listen-read-discuss (LRD) activities, specifically to foster more classroom interactions.

E. Research framework

Classroom interaction refers to the activities carried out by both the teacher and the students in the context of teaching and learning in the classroom. According to Dagarin (2004), as cited in Purba (2017), classroom interaction is when the teacher and students talk to each other in the classroom. Lucha and Berhanu (2015) state that classroom interaction is a cooperative process of exchanging ideas, opinions, or feelings among classroom members. It indicates that classroom interaction is a communicative process between the student and

the teacher during the teaching - learning activities. Radford (2011) states that students will learn from each other in the classroom because they will share what they know and how they understand it. Classroom interactions are activities between teachers, students, and materials that occur in the classroom during the teaching and learning process. (Okoye, 2018). It can be concluded that classroom interaction consists of teacher-student, student-student, and student-content interactions in the classroom. The student-students or teachers-students can share ideas or opinions of the classroom. Classroom interaction will help students communicate with each other and talk about the information they learn from materials.

Moore (1989) mentions the types of classroom interaction. First student-teacher interaction, in which the teacher is the expert who assigns the materials and guides learning. Second is student-student interaction, in which the student has the freedom to use language and express ideas in the target language. The third is student-content interaction, in which the material changes student understanding (Moore, 1989). Meanwhile, Dagarin (2004) proposes five types of classroom interaction: 1) Teacher-class. 2) Teacher- group of students. 3) Student-student. 4) Students-students. 5) Students-teacher.

According to Richardson (1999), as cited in Ibrahim (2017), listen-read-discuss (LRD) is a reading comprehension strategy that builds students' background knowledge before, during, and after reading by listen to a short lecture, read the text, and discuss about the material. According to Manzo (1995), as cited in Syamsir et al. (2021), Listen-Read-Discuss (LRD) strategy is a way to help students understand what student read by building on what they already know. This is an effective method for involving struggling readers in classroom discussions. Using listen-read-discuss (LRD) can help students read the text because the entire process of reading activities employs this method. Thus, the students can be interactive, and the class more active.

According to Manzo & Manzo (1995), cited from Syamsir et al. (2021), there are procedures of LRD as follows: The first is listening activities. The teacher conveys information about the material to be read and discussed. The second is

reading activities. The students read the selection with the expectation that it will provide a different understanding or interpretation of the material. The third is discuss the material. The discussion will get students to think about the differences between what they read and what was presented by the teacher. As explained, it reveals that the Listen-Read-Discuss (LRD) procedures are: First, listening activities. From the theme or title of the reading, students can get an idea of the material and make predictions about the most important parts, which helps students when do reading activities. Second, reading activities. Students easier to find essential things or topics in reading. Third, discussion activities. This activity help students interact with each other, be active, solve problems together, and learn more about themselves.

F. Previous studies

Several studies with focuses relevant to the current study have been conducted. The first is by Adaba (2017), who analyzed exploring the practice of teacher-student classroom interaction in EFL to develop the learners' speaking skills in Tullu Sangota primary school grade eight students. This study was conducted to assess teachers' application of classroom interaction to develop the students' speaking skills. A descriptive survey method was used, and gathered the data through questionnaires, classroom observation, and interviews. This study revealed that teachers rarely played their role in developing the students' speaking skills in the classroom due to a lack of awareness and access to teaching aids which inhibits the teachers from encouraging more classroom interaction.

The next one is research on fostering language and thinking skills through English as a foreign language classroom interaction by Hanh & Duc (2020). This study examines teacher talk's effects on creating conditions for foreign language and thinking skills development. This study used the qualitative method, and the participants were eight novice teachers who were being observed when teaching and more experienced teachers as observers and mentors. The result shows that using talks can scaffold and facilitate learners' critical, divergent thinking and

conceptualizing process and effectively distribute classroom time for learners' thinking incubation and collaboration. Teachers can create enabling conditions for learners to enhance their L2 and thinking skills.

Meanwhile, Ali (2019) investigation the impact of classroom interaction on EFL students' proficiency. This study aims to trace the implications of the term (classroom interaction) and the types of interaction that can be used in EFL learning. This research used the descriptive analytical approach to achieve the target goals. The study concluded that classroom interaction improves learners' oral proficiency, and learners could negotiate meaning to understand what others said and make themselves understood in communication. Students will be able to use language communicatively.

On the other hand, Terasne, Nanang, Abdul & Maria (2018), in their research, sought to improve students' reading comprehension through Listen–Read–Discuss (LRD) strategy. The purpose of this study was to see if the listen-read-discuss (LRD) technique might increase students' reading comprehension. Quantitative and qualitative data were collected for the study. This study's research instruments were tests and observation sheets. The test was a reading comprehension test in which the students rewrote the material as report text. The examination consisted of a pre-test and a post-test. In addition, the researcher utilized an observation sheet to monitor the teaching and reading process in reading class. The outcome demonstrates that the method can enhance the student's comprehension of the report material.

Last but not least, a study about the influence of using the listen-read-discuss (LRD) strategy towards students' reading comprehension on narrative text was conducted by Sudiby, Setiawan & Rahmawati (2020). This study aims to determine whether there was any significant influence of the listen-read-discuss (LRD) strategy on students' reading comprehension of a narrative text in the eleventh grade of a vocational high school in Sorong, Indonesia. This research used a quasi-experimental research design. The study concluded that using the listen-read-discuss (LRD) strategy significantly influenced students' reading comprehension of narrative text in the eleventh grade of vocational high school in Sorong, Indonesia.

The previous studies above discussed classroom interaction in the EFL context to develop the learners' speaking skills, fostered language and thinking skills through EFL classroom interaction and investigated the impact of classroom interaction on EFL students' proficiency. Moreover, several other studies are concerned with improving students' reading comprehension through listen-read-discuss (LRD) strategy and using listen-read-discuss (LRD) strategy to improve students' reading comprehension on narrative text. They are different from the current study. The present study focuses on the classroom interaction in listen-read-discuss (LRD) activities of the English lesson. This research aims to find out the implementation of listen-read-discuss (LRD) and to investigate the classroom interaction in listen-read-discuss (LRD) activities of the English lesson. This research was also specifically conducted at a Senior High School in Bandung, Indonesia. The current study used a qualitative study, and the instrument used two methods: observation and interview.

